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ABSTRACT

This two-part sourcebook presents an overview of career education services as revealed by a survey of member institutions of the American Association of Community and Junior Colleges and profiles the career education activities of 80 institutions in 33 states. Part I outlines the survey findings in relation to: (1) the availability of eight career education program components (i.e., career resource center, collaboration with community and feeder schools, career change services, work experience opportunities, career infusion in liberal arts, career education staff development, and breaking career stereotypes); (2) the availability of 16 specific career services to students; (3) the types of populations served and their needs; (4) the outside groups used by the colleges in their career programs; (5) the career education programs available for college staff; and (6) the types of outside assistance these colleges need to maintain their programs. The program profiles presented in Part II provide general college information, including location, enrollment, and student characteristics; career program information, such as populations served, number of staff, date established, the availability of program-developed materials and information and assistance, and the names of contact persons; and a brief narrative describing the program. (JP)

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CAREER EDUCATION IN COMMUNITY COLLEGES: Sourcebook II

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CAREER EDUCATION IN COMMUNITY COLLEGES: Sourcebook II



**AMERICAN ASSOCIATION OF
COMMUNITY AND JUNIOR COLLEGES**

Price: \$8.00

One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036

PREFACE

Education for work has long been a goal of community and junior colleges, which traditionally have combined academic and vocational training. Those colleges, now responsible for more than one-third of all post-secondary students in the country, are being examined today with heightened interest for their ability to meet the career expectations of students.

The first section of the *Sourcebook* is the Policy Studies in Education's survey report on career education programs and needed assistance. This report summarizes findings of the first nationwide survey of current career education practices and projected needs for assistance among the 1,234 community, junior, and technical colleges listed in the American Association of Community and Junior Colleges directory. It presents the overall pattern of career education services offered by the colleges, and describes the types of assistance colleges want to strengthen career education services for both staff and students.

Funded by the Office of Career Education of the United States Office of Education, the survey was sponsored by the American Association of Community and Junior Colleges and conducted by Policy Studies in Education (PSE), a division of the Academy for Educational Development. All community, junior, and technical colleges were asked to participate in the survey. Survey forms were returned directly to PSE, where they were tabulated and the analyses made. The conclusions reached and the recommendations made are those of the authors, Henry M. Brickell, director, and Carol B. Aslanian, associate director of PSE.

The information requested in the survey enabled PSE to:

- Profile the extent of career education nationwide;
- Describe program areas needing assistance;
- Identify the kinds of assistance needed; and
- Determine if any of that assistance can be provided by AACJC.

This report will prove useful to anyone interested in providing or receiving assistance for career education programs in junior and community colleges. The audience will include the colleges themselves, profit and non-profit organizations wishing to assist the colleges in strengthening career education, the Office of Career Education of the U.S. Office of Educa-

tion, other government agencies interested in financing career education, and AACJC as a membership organization.

The second section of the *Sourcebook* contains profiles describing the career education activities of eighty of the nation's community, junior, and technical colleges. Profiles appearing in the 1978 *Sourcebook* have been updated and many additional entries were submitted. We have relied on the colleges for accuracy of information. Where data seemed in error, staff has attempted to make clarifications.

Although the listing of colleges with exemplary career education programs is still incomplete, it is a growing resource of current activities in community, junior, and technical colleges nationwide. We encourage those interested in particular programs to contact the individual colleges for information.

An index of key words and phrases is appended to assist in locating information on a specific topic. A list of recommended readings is also included in the appendix as a reference guide to career education information and publications.

ACKNOWLEDGEMENTS

Appreciation is expressed to the college personnel who submitted college profile and career education program data. Because of their contributions, a substantial number of new entries appear in this revised *Sourcebook*. Appreciation is also expressed to those who sent information updating their college and program data, so that the information in this book will be timely as well as complete.

A special thanks is given to Henry M. Brickell and Carol B. Aslanian, director and associate director respectively, of Policy Studies in Education, a division of the Academy for Educational Development, whose survey report on current career education programs and needed assistance comprises section I of this *Sourcebook*.

Thanks is also expressed to Dale H. Melton, director of the community-based career guidance project at Manatee Junior College, for editing the profile narratives and for preparing the key word index and list of recommended readings; to Deborah Danforth of AACJC for editing and compiling the manuscript; and to Sylvia Forsythe of AACJC for her advice and assistance in compiling and printing the final manuscript.

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I.

**CAREER EDUCATION IN
COMMUNITY COLLEGES:**

A Survey of Current Programs

THE SURVEY: AN OVERVIEW

Five hundred representative community and junior colleges described the status of career education on their campuses in the spring of 1979 and expressed their desires for assistance in building stronger programs. Here are a few highlights:

- Career education is well underway in community colleges. A good program has eight components. The eight are already in place on about 70 to 90 percent of the campuses.
- But the colleges are not satisfied with their programs. One third or fewer—sometimes far fewer—called their program components strong; one third or more—sometimes far more—called their components weak.
- The colleges want to improve. They say they do best what they do most: link themselves with off-campus agencies and use the community. Similarly, they do worst what they do least: provide on-campus career services.
- Large colleges called their components stronger than small colleges, with one exception: infusion of liberal arts courses with career concepts. Few colleges—small, medium, or large—think they are doing a good job infusing liberal arts courses with career concepts.
- An entering freshman can be most certain of getting information on career options, job trends, and available jobs along with help in planning career goals and selecting courses to meet those goals.
- An entering freshman can be least certain of finding a liberal arts faculty skilled in career applications.
- Students without fundamental skills, the economically disadvantaged, the handicapped, racial and ethnic minorities, women, and adults in mid-life transition are most likely to get help with their careers.
- Gifted and talented students, the bilingual, persons with high incomes, and senior citizens are least likely to get help with their careers.
- More than 70 percent of the colleges get help from employers in the public and private sectors as well as from professionals in teaching their students about careers. But only about 30 percent get such help from union leaders.
- Most colleges do not assist their own staffs and outside personnel in supplying career services to students.
- What the staff gets in services from the college is what the students eventually get from the staff. For example, a high proportion of colleges inform their staffs about available jobs; a high proportion of staffs inform their students about available jobs.
- The colleges want outside assistance in making their career education programs better. What

they want most is materials for training their staffs in career education and a blueprint of a good program along with a list of effective services.

- The colleges are least interested in help with public relations and using community resources—two topics with which most of them are already thoroughly familiar.
- They are more interested in self-help than in outside help. For example, 83 percent asked for a package of self-assessment instruments but only 67 percent asked for a list of outside program evaluators.
- They prefer some forms of assistance to others. Printed materials and audiovisual products are preferable to face-to-face contact.
- The most-wanted printed materials are how-to-do-it guides, handbooks, and manuals along with newsworthy information; the least-wanted materials are bibliographies, catalogues, and brochures. Among various kinds of face-to-face contact, the colleges prefer site visits to other campuses and attending state and national conferences rather than getting technical assistance on their own campuses and attending local conferences.
- The colleges see AACJC as a particularly suitable and desirable source for all kinds of assistance in improving career education.

500 COLLEGES REPORT

Almost half of the nation's community and junior colleges supplied information on their current programs and needs for assistance in career education. All 1,234 institutions listed in the AACJC directory of community, junior, and technical colleges were surveyed in the spring of 1979. The survey reached all types of community, junior, and technical colleges, with all kinds of students, in all possible settings, in all geographic regions.

What Types of Colleges Participated?

Urban and suburban institutions constituted over half of the sample, while those located in rural areas made up the remainder. Nearly all colleges—more than 90 percent—were public institutions. More than half were medium-sized, with 1,000 to 5,000 full-time equivalent students; about one third had fewer than 1,000 students; and the remainder had more than 5,000 students.

What Types of Students Were Represented?

About 60 percent of the students were 22 years of age and older, with nearly 40 percent over age 28. The remaining 40 percent were in the traditional age group—21 years or younger.

The students were 80 percent white, 10 percent black, 5 percent Hispanic, and 5 percent other, including Oriental, non-resident alien, American Indian, and Alaskan native.

About 70 percent of the students came from families with incomes of less than \$15,000 per annum.

How Representative Were the Colleges and Students?

Except for containing too many small colleges and too few large colleges, and except for containing a disproportionate fraction of younger students, the sample was quite representative of community and junior colleges nationwide. The proportions of rural, urban, and suburban colleges and the proportions of public and private institutions reflected those of the full spectrum as well. The distribution of students into white, black, Hispanic, and other groups, as well as the proportions falling into various income ranges, closely resembles figures for the nation's population.

Thus, this report displays the status of career education in a nationally representative group of community, junior, and technical colleges.

CAREER EDUCATION PROGRAM COMPONENTS

A fully effective postsecondary career education program has eight components. We asked the colleges in the survey to say whether they had each component and to rate its quality.

The eight components were identified by both the Office of Career Education of the United States Office of Education and AACJC, and were described in the survey questionnaire with the following eight statements:

Career Resource Center. An administrative unit on each campus providing all or most of the following career services: staff development for faculty, work experience for students, and collaborative relationships with community organizations and with feeder and receiver schools. The center may also serve as a coordinating mechanism for all student personnel services.

Career Education Staff Development for Faculty. Systematic exposure to and training in career education for faculty, including liberal arts faculty. Staff development activities might include community representatives speaking with faculty about careers, faculty field visits to work sites, and personnel exchange programs whereby faculty change places with workers for a period of time. They might also include workshops on infusion of career concepts and information into the curriculum.

Career Infusion in the Liberal Arts Curriculum. Infusion of career ideas and content into liberal arts courses, with the faculty involved in the develop-

ment of career-flavored curricula. For example, social science faculty may systematically review for students the specific occupations in which the research techniques taught in sociology can be used.

Career Related Work Experience Opportunities for All Students. Offering all students, including liberal arts students, work experience opportunities in the community, with special emphasis given to "career testing" opportunities. These experiences may consist of either paid or unpaid exploration.

Services for Adults in Career Transition. Special services offered to adults in career transition. Workshops, seminars, or diagnostic services may be offered to help adults as they seek job upgrading, make mid-career changes, or seek ways of using leisure time productively during retirement.

Breaking Career Stereotypes. Systematic efforts to change administration, faculty, counselor, and student attitudes toward work stereotypes. This might include special programs where women or minorities shadow successful persons in a field of interest. It might also include a series of workshops to reduce sex-role stereotyping (a workshop for women as scientists or men as secretaries).

Collaboration with the Community (Business, Labor, Industry, Government, and the Professionals). College and community join to provide career oriented curricula, career information, and career exploration for students. Community representatives come to campus to advise faculty on curriculum updating and to speak to students about careers. They also arrange off-campus visitations, shadowing, and hands-on experiences for students. Ideally, the community influences college career policy and programs at every point.

Collaboration with Receiver and Feeder Schools. Relationships are extended beyond traditional recruiting efforts. High school students may be invited to the college campus for hands-on career experiences (using computer facilities, etc.). College counselors may provide career counseling and diagnostic services to high school students.

Current Campus Components

The colleges were asked to indicate which of the eight components of a comprehensive career education program—if any—they already had in place. Table 1 shows the current topography of career education.

Finding. Career education is well underway in the colleges. Most colleges already have most components of career education. This is not to say that they are satisfied with the quality of those components, but that they have already had experience with them and presumably can make a realistic judgment of whether they need help—a question which arises later.

Moreover, most colleges have quite a comprehensive program; more than 65 percent have all eight components in place. There is little question

that the colleges sense the need—and the demand—for career services.

Large colleges (more than 5,000 students) are more likely to have components than small colleges and suburban colleges are more likely to have them than urban or rural colleges.

Career education requires linkages with off-campus agencies as well as diverse on-campus services. The colleges are better at the first than the second. This is understandable, given their history as institutions with deep roots into the surrounding community. A full 90 percent report that they collaborate with receiver and feeder schools as well as with other agencies and organizations. Almost as many provide off-campus work experience for all students.

On the other hand, just over 70 percent have opened an on-campus career resource center, have infused career concerns into the liberal arts curriculum, or have provided training for their faculties. (The colleges deal differently with their occupational and liberal arts faculty members, as explained later.)

In short, to the extent that career education requires the use of the community, most colleges have already begun. To the extent that it requires the use of the campus, somewhat fewer have done the necessary spade work.

Implication. Career education is a frontier the colleges have already crossed. If they need help, it is less likely to be help in moving into the new territory than in cultivating ground they have already broken. But a minority—especially smaller colleges and those in urban or rural locations—may want guides to cross what will be a new frontier for them.

Moreover, the colleges will need more help in introducing and strengthening on-campus

components than off-campus components. More are already using community resources than campus resources.

How the Colleges Judge Themselves

Each college was asked to rate each of its components on a nine-point scale from (1) weak to (9) strong.

No comparative standards were provided, leaving it to the colleges to judge themselves against their own ideas of what each component should ideally be. What we report here, then, is how the colleges see themselves, not how others see them. Components which the colleges rated 1, 2, or 3 are classified as *weak*, those rated 4, 5, or 6 are classified as *average*, and those rated 7, 8, or 9 are classified as *strong*. Table 2 displays their self-ratings.

Table 2
RATINGS OF EIGHT COMPONENTS

Component	Percent of Colleges		
	Weak	Average	Strong
Collaboration with receiver and feeder schools	30	37	33
Collaboration with the community	30	40	30
Services for adults in career transition	34	39	27
Career related work experience opportunities for all students	38	35	27
Career resource center	36	41	23
Breaking career stereotypes	40	37	23
Career education staff development for faculty	65	26	9
Career infusion in the liberal arts curriculum	65	27	8

Table 1
PRESENCE OF EIGHT COMPONENTS

Program Component	Percent of Colleges
Collaboration with the community	92
Collaboration with receiver and feeder schools	90
Services for adults in career transition	86
Career related work experience opportunities for all students	85
Breaking career stereotypes	82
Career resource center	77
Career infusion in the liberal arts curriculum	71
Career education staff development for faculty	68

Finding. The colleges are not satisfied with their programs. One third or fewer—sometimes far fewer—called their components *strong*; one third or more—sometimes far more—called their components *weak*. Table 2 shows a wide diversity in how colleges judge their career services.

The same table shows that they are doing best what they are doing most: linking themselves with off-campus agencies and using the community. And the table shows the opposite, that is, they do worst what they do least: provide on-campus services. About 30 percent are proud of their community contact. Very few, less than 10 percent, are proud of the way they train their faculties to be concerned about careers or how they infuse career concerns into the liberal arts.

Just as would be expected, large colleges called their components stronger than small colleges, with one exception. Infusion of liberal arts courses with career concepts is a component which few colleges—small, medium, or large—consider strong.

Implication. There is room for improvement. If the colleges want help, and the results indicate clearly that they do, their self-ratings reveal the reasons. Most are engaging in career education; most are not fully satisfied with what they are doing. That is the recipe for wanting help. They are seeking help with all components, as demonstrated in the balance of this report, but it appears that they are in greater need of it more with on-campus services than with off-campus linkages.

Given the fact that for every component, without exception, there are at least some colleges which give themselves high ratings, it should be possible to arrange for them to help each other. This will prove most difficult in staff development and in the infusion of career concepts into liberal arts courses, where not even 10 percent of the colleges think they have strong practices to share with others.

COLLEGES CALL FOR ASSISTANCE

Do the colleges want help in career education? We made that question a major theme in the survey, listing every conceivable kind of service the colleges might provide for students and staff and asking whether the colleges wanted outside help in providing those services. Furthermore, we asked them to distinguish between wanting help and wanting it from AACJC.

We found three clear patterns in analyzing the data: 1) the colleges want assistance; 2) they want assistance from AACJC; and 3) there is virtually no difference in those seeking assistance and those seeking it from AACJC.

In fact, because the correspondence between the desire for assistance and the desire for assistance from AACJC is so remarkably close, we do not distinguish in this report between those seeking help from any source and those seeking it from AACJC. (The statistics on "assistance wanted" and "assistance wanted from AACJC" are presented separately throughout the report to display the close correspondence between the two.)

In short, our interpretation is that the colleges answering the survey questionnaire look to AACJC for leadership in career education and regard it as an appropriate source of help, no matter what the topic. That interpretation is strengthened, we feel, by the fact that virtually half of all the colleges answered the AACJC questionnaire.

There are differences in the topics on which the colleges seek help, however. Those differences are explained throughout the remainder of this report.

CAREER SERVICES FOR STUDENTS

There are 16 ways to help students with their career preparation. We asked the colleges whether they were doing any of the 16. And we asked whether they wanted help with any of them. Table 3 shows what they said.

Services Provided

Finding. If a high school graduate picked five prospective community colleges at random and made a round of visits, he or she would find that four out of the five provide more than half of the 16 services to entering freshmen. In fact, those services would be available throughout the two years of college.

What services would the student find most of the time? The list would include information on career options, job trends, and available jobs; help in planning career goals and selecting courses to meet those goals; and an assessment of his or her abilities, interests, and potential. Perhaps most important to the prospective student, he or she would find help in getting placed in a job upon graduation from the college.

But if the student actually enrolled, spending two years on the campus, would probably reveal a shortcoming. It would be the absence of a liberal arts faculty skilled in career applications. The courses taught by those professors and the materials used would lack career relevance in most cases. If the student were like many others entering community colleges today in search of a career plan and the skills for carrying it out, he or she might be disappointed in the liberal arts courses.

On the other hand, if the student took any occupational courses, he or she would probably be assigned to advanced courses if previous work experience justified it. Moreover, those occupational courses—advanced or otherwise—would reinforce the ideas and skills taught in the liberal arts courses and would offer skills in holding and advancing in a future job.

In short, the survey results show that the colleges are doing best in career guidance and occupational training and worst in introducing career applications into liberal arts courses.

Implication. Liberal arts faculties are not convinced about career education. There are several possible reasons: 1) they may feel that there is no room in their courses for career concepts; 2) they may feel that what their courses contribute to occupations is entirely clear to students; 3) they may feel that occupational courses do the job; and 4) they may not know how to teach the career applications of their subjects. Whatever the reason, they are not convinced.

Career-minded students who come to the colleges may be disappointed in their liberal arts courses and may veer away from them, lowering enrollment

in those courses. The reverse is true for career guidance and for occupational courses. The staffs are persuaded that career-minded students will like what they find.

With more and more older adults coming through the campus gates, bringing years of work experience with them and seeking new careers or faster advancement in their existing careers, such campus services as the assessment of previous work experience, help in planning career goals,

training in specific job skills, and—perhaps most important—getting placed into a job at the end will be wanted and used.

Assistance Wanted

Finding. Most colleges are not satisfied with their career services for students and they want help. A clear majority singled out 15 services. The top of the list included career applications in liberal arts courses—the service provided by the fewest colleges. And it included training techniques and materials for teaching students to hold and advance in jobs—another service many colleges do not provide. The bottom of the “help wanted” list consisted of career guidance and occupational skill training—the services already offered by most colleges.

Implication. The colleges want help in correcting their shortcomings. They seem eager to do what they are not already doing. Moreover, to their credit, they also want to improve what they are doing. The fact that the colleges are already providing many career services does not diminish their enthusiasm for doing better.

There seems to be a vast opportunity here for organizations, groups, and individuals to identify their expertise and make it available to the colleges. AACJC, the primary membership association for the colleges, is seen as an entirely appropriate source of help. As Table 3 shows vividly, there is no appreciable difference between those wanting help and those wanting it from AACJC.

SPECIAL POPULATIONS FOR CAREER SERVICES

Some people have trouble breaking into the labor market and getting their share of the good jobs. And they have trouble getting promoted.

Hundreds of thousands of those people are enrolled in community and junior colleges. Most of them come to campus looking for help with their careers. We asked the colleges whether they were serving those populations—with special career orientation seminars, special work exploration in the community, and special placement assistance. And we asked the colleges whether they wanted help in serving those populations. Table 4 gives their answers.

Populations Served

Finding. Women, students without fundamental skills, the economically disadvantaged, and adults in mid-life transition are most likely to find career services designed explicitly for them. Over 60 percent of the colleges target such services for these four populations.

Racial and ethnic minorities and the handicapped will find special services on one out of every two

Table 3
CAREER SERVICES FOR STUDENTS:
SERVICES PROVIDED AND ASSISTANCE WANTED

Service	Percent of Colleges		
	Service Provided	Assistance Wanted	Assistance Wanted from AACJC
Give information on career options	92	62	59
Help select courses to meet career goals	97	43	41
Help plan career goals	96	63	60
Give information on available jobs	96	58	53
Assess abilities, interests, and potential	94	58	55
Give information on future job trends	94	73	70
Give training and materials for obtaining jobs	86	63	61
Give training and materials for locating jobs	85	64	62
Arrange placement in specific jobs	82	54	51
Assess previous work experience	71	60	57
Offer occupational courses reinforcing ideas and skills taught in liberal arts courses	62	59	57
Give training and materials for holding jobs	60	67	64
Give training and materials for advancing in jobs	55	69	67
Offer liberal arts courses incorporating career applications	43	66	64
Use liberal arts instructional materials incorporating career applications	34	73	70
Provide liberal arts faculty skilled in career applications	26	65	63

campuses. Other special populations will not be so lucky. They will get special attention on only one out of every three campuses. The gifted and talented are at the bottom of the college lists, the population least likely to get special attention.

Clearly, the colleges provide services for special populations whose numbers are rising and/or who are supported by large-scale federal and state programs. For example, the number of women on campus is rising steadily, along with adults in mid-life transition. And the handicapped, the economically disadvantaged, and the racial/ethnic minorities have been chosen by the federal government for help in entering and advancing in school. In contrast, such small populations as the gifted and talented are less likely to draw attention.

In short, low-income minority women in mid-life transition who have some difficulty in learning are most likely to get help with their careers, while high-income talented senior citizens who learn readily are least likely to find assistance.

Implication. The colleges may not know what kinds of services to provide for certain populations such as the gifted and talented, the bilingual, and senior citizens. Or they may not feel it is their obligation to do so. The first interpretation is probably right and the second is probably wrong, as explained below.

Assistance Wanted

Finding. From about 50 percent to about 75 percent of the colleges want help in serving all types of

Table 4

SPECIAL POPULATIONS FOR CAREER SERVICES: POPULATIONS SERVED AND ASSISTANCE WANTED

Populations	Percent of Colleges		
	Served	Assistance Wanted	Assistance Wanted from AACJC
Women	71	65	63
Developmental	67	67	63
Economically disadvantaged	67	63	60
Adults in mid-life transition	64	71	67
Racial/ethnic minorities	56	61	57
Handicapped	50	73	69
Non-enrolled high school students	44	53	51
Senior citizens	43	65	59
Non-enrolled adults	43	56	54
Bilingual	30	48	46
Gifted and talented	26	60	58

special students. Thus, it appears that it is not knowing what to do—rather than not wanting to do it—that explains the lack of services for certain special populations.

Implication. The pattern for special populations is exactly the same as that for career services: the colleges seem eager to do what they are not doing and want to improve what they are doing. This is illustrated by the fact that while fewer than 30 percent offer special services for the gifted and talented, almost 60 percent want help in doing so. It is illustrated equally well by the fact that, while over 70 percent already provide special services for women, almost 65 percent want help in doing a better job.

In short, to the credit of the colleges, they want to round out their services to all special populations.

Once again, Table 4 makes it clear that the colleges regard AACJC as a highly appropriate source of help. One way AACJC might help would be to work in conjunction with the national and regional advocacy groups that specialize in understanding these populations and in defining what they need.

OUTSIDE GROUPS HELP WITH CAREER SERVICES

Colleges cannot teach about careers without outside help. That help has to come from business, industry, labor, the professions and government. The outsiders can help in two ways: 1) by working directly with students on and off campus; and 2) by working with college staff on and off campus.

We asked the colleges whether they were getting outside help and whether they wanted assistance in getting even more. Table 5 shows that they are getting help but do, indeed, want more.

Outside Help for Students and Staff

Finding. More than 70 percent of the colleges get help from employers in the public and private sectors as well as from professionals. Private sector business and industrial leaders rank first; 80 percent of the colleges get help from them. About 50 percent of the colleges engage their alumni in providing services, but only about 30 percent are able to do the same with union leaders.

The outside help goes to students and to the college staff equally (as determined by a further analysis of the data in Table 5).

In short, the colleges are doing just what they should: asking for and getting outside help. The result is that students and staff on most campuses are getting career services grounded on the experiences and know-how of actual managers and workers. (Collaboration with the community was cited earlier as a major component of career education on two-year college campuses—the

component which the largest percent of colleges already have in place.)

Implication. The students are getting management and professional views of the world of work rather than those of organized labor. A comprehensive career education program should provide all three. Even though union jobs represent a minority of all jobs, students and staff need information about them. College alumni, in fact, could be a useful source.

Assistance Wanted

Finding. The colleges want help in bringing all kinds of outsiders onto their campuses. It does not matter whether they are already using one group frequently, such as business and industrial leaders or another group infrequently, such as union leaders. Almost 60 percent of the colleges want assistance in working with all of the outsiders listed in Table 5.

Implication. We see again that the colleges want to fill in the gaps in their use of outsiders by making more use of union leaders and college alumni as well as by improving their use of employers and professionals.

AACJC was again selected by the colleges as a logical source of assistance. In equipping itself to help the colleges with career education, AACJC may need to strengthen its own expertise in how to attract outsiders to work with college students and faculty.

Table 5

OUTSIDE HELP FOR STUDENTS AND STAFF: HELP OBTAINED AND ASSISTANCE WANTED

Group	Percent of Colleges		
	Help Obtained	Assistance Wanted	Assistance Wanted from AACJC
Business and industrial leaders	80	60	56
Employers in gov- ernment agencies and public institutions	73	58	56
Professionals	70	60	56
College alumni	52	61	58
Union leaders	31	57	53

CAREER EDUCATION FOR COLLEGE STAFF AND OUTSIDERS

College staff and outside personnel cannot be expected to supply career services to students unless they themselves are trained. The staff and others need services ranging from inspiration to

information. Services for the staff include suitable teaching materials, lists of off-campus people who can help, and the locations of off-campus places students can go. Services for outsiders include orientation to the career interests of students, tips on how to act when on campus, and suggestions as to how to treat students at off-campus work sites.

Are the colleges providing these services to college staff and/or to outsiders? Do they want help in doing so? The answers to both questions appear in Table 6.

Services to Staff and Outsiders

Finding. Most colleges do not assist their own staff and outside personnel in supplying career services to students. Of 16 groups of college staff and outsiders, only three get services from more than 50 percent of the colleges. They are: guidance counselors, occupational faculty, and coordinators of career related services. The colleges are more likely to work with their own staffs than with outsiders in improving career services for students, but the picture is somewhat mixed. For example, more colleges work with outside advisory committees and employers than with their own administrators or liberal arts faculty members.

Highest on the list of those who get help are occupational faculty members and persons directly responsible for specialized career services such as counseling and placement; lowest on the list are outsiders such as professionals, government officials, and union leaders.

Moreover, only about 20 percent of the colleges are helping their own alumni and boards of trustees understand what they could do to improve career education on the campus.

Implication. The colleges can do a better job in helping both staff members and outsiders perform better in career education programs. Liberal arts faculty members, for example, are not getting the training or materials they need to incorporate career concepts into their classes. Media specialists, for example, could no doubt use help in supporting the faculty by selecting, adapting, or creating materials with career emphases. Administrators, admissions officers, and placement officers need more information and preparation to bring a career orientation to their work.

Key outsiders such as employers (now unserved by 80 percent of the colleges) and union leaders (now unserved by over 85 percent of the colleges) cannot contribute what they should because of a lack of college leadership. The same is true for professionals and government officials.

The colleges cannot successfully serve their students in the way they would like until they do a better job in helping their own staffs and important outside groups build stronger career education programs.

Assistance Wanted

Finding. The discrepancies between what the colleges are doing and what they want assistance in doing is greater with respect to services for college staffs and outsiders than anywhere else in the survey results. That is, while from 14 percent to 61 percent are now assisting their staffs and outsiders, 49 percent to 68 percent want assistance in doing better. This was the only section of the survey in which the percent wanting assistance with a group exceeded the percent providing help to that group, in every single case. More than one-half of the colleges requested help with 15 of the 16 populations—and 49 percent wanted help with the 16th population (union leaders).

More colleges want help in dealing with their own staffs than want help in dealing with outsiders. The eight groups at the top of the "assistance wanted" list were college staff, without exception. The six groups at the bottom of the list were outsiders, without exception.

While the differences between one group of college staff and another were small, they were nevertheless interesting. Guidance counselors, already leading other groups in getting services from colleges, come out first as the group the colleges

most want assistance in helping still further. Liberal arts faculty members present a clear contrast: although only about 30 percent of the colleges now serve them, 65 percent of the colleges want assistance in serving them better.

As for serving outsiders, the colleges make little distinction among them, with about 50 percent wanting assistance in serving every outside group named.

Here as elsewhere, the colleges identified AACJC as an appropriate source of assistance both in dealing with college staff and with important outsiders.

Implication. The colleges are not reluctant to seek help in working with their own staffs. The fact that they find it more appealing than help in working with outside groups suggests an assumption on their part that the college staff can best meet the needs of students for career education. However, the ability of the staff to do better in career education may depend on the support they get from employers, government officials, alumni, and other outsiders. Thus, those who provide assistance to the colleges should remind them of the need for balancing attention to the college staff with attention to significant outside groups.

SERVICES IN CAREER EDUCATION FOR COLLEGE STAFF

Table 6

COLLEGE STAFF AND OTHERS WHO RECEIVE SERVICES

Group	Percent of Colleges		
	Services Provided	Assistance Wanted	Assistance Wanted from AACJC
Guidance counselors	61	68	65
Occupational faculty	53	64	62
Coordinators of career-related services	52	62	60
Placement officers	48	64	62
Coordinators and staffs of programs for special populations	45	62	60
Advisory committees	41	56	53
Employers	41	58	55
Admissions officers	40	61	58
Administrators	34	64	61
Liberal arts faculty	31	66	64
Media specialists	27	58	55
Professionals	25	54	52
Government officials	23	52	50
Alumni	20	54	53
Board of trustees	18	51	49
Union leaders	14	49	47

What kinds of services do the colleges supply for their staffs? Information on future job trends? Lists of career-related instructional objectives? Samples of career-infused lessons?

Do they provide more services for occupational faculty than for liberal arts faculty? Do they provide different services for the two groups?

The colleges were given a list of 22 possible services for their staffs and were asked to indicate whether they provided them to their staffs and whether they wanted assistance in doing a better job. Their answers appear in Table 7.

Services to College Staff

Finding. Of the twelve possible services for liberal arts and occupational faculty combined, more than 40 percent of the colleges are providing them. Information for the faculty ranks at the top—information on available jobs, career options, and future job trends—as important information for the faculty to pass along to students and to use in planning courses. More than 70 percent of the colleges supply such information to their staffs.

Fewer colleges—about 65 percent—supply their staffs with training and materials (rather than information) for helping students plan career goals, select courses, and locate and obtain jobs. And less than 50 percent give their staffs training and materials for placing students in specific jobs and helping them hold or advance in those jobs.

Moreover, while almost 70 percent give their staffs training and materials for assessing students' abilities, interests, and potential, only 40 percent do the same for assessing students' previous work experience.

More than twice as many colleges provide services for their occupational faculties than for their liberal arts faculties. Those services include training in the career applications of specific subjects, samples of career-infused courses, and samples of career-related tests.

Implication. Services for staff parallel the services staff provide for students. A comparison of help for staff and help for students show definite similarities. For example, a high proportion of colleges inform their staffs about career options, available jobs, and job trends; a high proportion of staffs inform their students about the same topics.

Again, most colleges train their staffs to help students locate and obtain jobs; most colleges have such services for students. In short, what the staff gets in services is what the students eventually get.

The pattern repeats itself in the liberal arts curriculum. Very few colleges assist their liberal arts faculties infuse career concepts into their courses; very few colleges provide students with career-infused liberal arts curricula. As pointed out earlier, unless the colleges first serve their faculties, the faculties cannot serve their students.

Assistance Wanted

Finding. The colleges want help in providing all kinds of services to their staffs. Roughly 60 to 70 percent expressed the need for one service or another. They were particularly insightful in seeking help with services few were offering, such

Table 7

SERVICES IN CAREER EDUCATION FOR COLLEGE STAFF

Percent of Colleges						
Service	Provided	Assistance Wanted	Assistance Wanted from AACJC			
				Give training and materials for helping students advance in jobs	40	69 66
Give information on available jobs	79	65	62	Additional Services for Faculty		
Give information on career options	77	69	67	Liberal Arts Faculty		
Give information on future job trends	74	73	71	Training in career applications of their subjects	14	77 75
Give training and materials for helping students plan career goals	71	72	70	Samples of career-related tests	14	75 73
Give training and materials for assessing students' abilities, interests, and potential	68	68	65	Lists of career-related instructional objectives	13	76 74
Give training in helping students select courses to meet career goals	68	64	61	Training in adapting and developing lessons and/or courses incorporating career content	12	76 73
Give training and materials for helping students locate jobs	66	65	62	Samples of career-infused lessons and/or courses	10	76 74
Give training and materials for helping students obtain jobs	63	65	62	Occupational Faculty		
Give training in placing students in specific jobs	47	62	60	Training in career applications of their subjects	35	72 70
Give training and materials for helping students hold jobs	43	68	64	Lists of career-related instructional objectives	34	73 71
Give training and materials for assessing students' previous work experience	40	71	68	Training in adapting and developing lessons and/or courses incorporating career content	33	73 70
				Samples of career-related tests	31	73 70
				Samples of career-infused lessons and/or courses	29	74 71

at assessing students' prior work experience and helping them hold and advance in their jobs.

Over 75 percent said they wanted help in assisting the liberal arts faculties improve the liberal arts curricula. This is in sharp contrast to the less than 15 percent who assist their liberal arts faculties at present.

Surprisingly, the colleges were almost as interested in assisting their occupational faculties. Rather than assuming that their occupational curricula are already well-infused with career content, nearly 75 percent of the colleges asked for help in doing better.

Implication. The pattern of answers which appeared earlier appears here also: The colleges want to improve what they already have and to acquire what they lack. They seem to know what kinds of help they need and seem ready to receive it. AACJC surfaces again as a suitable place to turn for help.

TOPICS AND METHODS OF ASSISTANCE

The colleges want outside assistance. That is quite clear from the survey. But what kinds of assistance do they want?

On what topics do they want help: community resources, self assessment, public relations, outside funding, instructional materials, program evaluation—or all of the above?

Through what methods do they want assistance: convention sessions, bibliographies, visits to other campuses, newsletters, audio tapes, technical assistance on their own campuses, a telephone hotline—or none of the above?

We listed 13 possible topics of assistance and 16 possible methods of assistance and asked the colleges to vote their preference. Table 8 shows what they said about preferred topics; Table 9 shows what they said about preferred methods.

Topics of Assistance

Finding. Every one of the 13 career education topics is of interest to at least 67 percent of the colleges. They expressed highest interest in materials for training their staffs in career education. Immediately behind this was their interest in a blueprint of a good program along with a list of effective services.

They expressed less interest in help with public relations and in using community resources—two topics with which most colleges are already thoroughly familiar.

The colleges showed a greater interest in self-help than in outside help. For example, 83 percent asked

for a package of self-assessment instruments but only 67 percent asked for a list of outside specialists in program evaluation. Again, 84 percent wanted a list of effective program components and services while only 69 percent wanted a list of outside specialists in program development.

Implication. The colleges want help with planning and evaluating comprehensive career education programs. And they want it in a way that will let them help themselves.

They seem to believe that they need information rather than training and they lean toward information that can be printed and packaged and mailed to them rather than delivered face-to-face on their own campuses. This preference showed up even more dramatically when they were asked how they wanted to be helped, as shown below.

The fact that so many colleges want help with such a wide range of topics clearly suggests that while career education is a natural component of a two-year college program, it has yet to be fully developed and institutionalized.

Two strong themes suggest that AACJC is a particularly appropriate organization for helping the colleges with these topics: their strong interest in learning what other colleges are doing and their strong desire to help themselves as much as possible. AACJC might be able to provide just the amount of outside help needed as a catalyst for the colleges to help each other and to help themselves.

Methods of Assistance

Finding. Some forms of assistance are better than others, according to the colleges. Printed materials and audiovisual products are preferable to face-to-face contact. The best printed materials are how-to-do-it guides, handbooks, and manuals along with newsworthy information; the worst are bibliographies, catalogues, and brochures.

Among the various forms of face-to-face contact, site visits to other campuses along with special state conferences and sessions at regular conventions are preferable. The colleges are less inclined toward services provided on their own campuses—technical assistance, special campus conferences, and special local conferences.

Only 52 percent of the colleges felt that a telephone hotline would be helpful—in contrast, for example, to the 88 percent who felt handbooks would be. And only 45 percent asked for internships on other campuses, perhaps because of the time and expense such internships would entail, or perhaps because they felt they could learn what they needed without such saturation techniques.

Implication. The preference for getting help through printed materials and audiovisual products rather than from face-to-face assistance on their own campuses can be understood from several perspec-

tives. One is that the preferred methods cost less. Another is that they require less time. Another is that community and junior colleges have historically been independent, enterprising, creative, self-reliant institutions who feel—with considerable justification—that they can make a little outside help go a long way.

The methods preferred by the colleges seem to be particularly appropriate for use by AACJC as a professional association. That is, printed materials and packaged audiovisual products as well as special sessions at regular conventions and assistance with state conferences are more natural for AACJC than in-depth, on-campus, face-to-face forms of assistance.

All Kinds of Help Are Acceptable

The pattern of preferences for topics and methods of assistance should not obscure what is perhaps the most important survey finding: A heavy majority of the colleges want help on all career education topics and a heavy majority want it through virtually every available method. Every topic listed, without exception, was chosen by more than two-thirds of all the colleges. And every method listed, with a single exception, was chosen by a majority of the colleges. The single exception perhaps makes the point best. It was internships on other campuses, the least popular method of the 16 named. But 45 percent of all the colleges surveyed said they wanted internships on other campuses.

Table 8
TOPICS OF ASSISTANCE

Topic	Percent of Colleges	
	Assistance Wanted	Assistance Wanted from AACJC
Orientation and training materials	86	82
Blueprint of a comprehensive model for career education	84	82
Effective program components and services	84	81
Package of self-assessment instruments	83	79
Model short-range and long-range implementation plans	82	80
Colleges with exemplary programs	81	78
Requirements of outside funding sources	81	78
Recruitment techniques for community resources	77	71
Public relations activities	74	70
Orientation and training staff	72	68
Qualified consultants and specialists in program development	69	64
Resources available in the community	68	61
Qualified consultants and specialists in program evaluation	67	63

Table 9
METHODS OF ASSISTANCE

Method	Percent of Colleges	
	Assistance Wanted	Assistance Wanted from AACJC
Guides, handbooks, and manuals	88	83
Newsletters	81	76
Special state conferences	77	72
Journal articles and research literature	77	72
Site visits to other campuses	77	69
Films, filmstrips, and videotapes	76	72
Audiotapes and cassettes	73	69
Sessions at regular conventions	72	67
Bibliographies	71	67
Catalogs and brochures	69	64
Technical assistance on your campus	69	63
Special campus conferences	68	63
Special local conferences	68	62
Special regional conferences	65	61
Hotline for telephone conversations	52	48
Internships on other campuses	45	42

II.

**COLLEGE CAREER
EDUCATION PROFILES**

COLLEGE INFORMATION

Location:	Selma, AL		
Enrollment:	144		
Area:	Rural		
Characteristics of student population:	Status:	100% full-time	Age: 13% 18-25 years 87% over 25 years
	Family income:	99% less than \$5,000	Minority groups: 100% Black

PROGRAM INFORMATION

Program(s):	Career Guidance for Alabama Youth
Populations served:	Approximately 35% of region's youth aged 13-18; students; faculty; administrators; local school students
Number of staff conducting program(s) (full-time equivalents):	(1) administrator; (1) counselor; (1) proposal writer
When established:	1972
Program-developed materials:	Not available
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	Gracie G. Hillins, Career Counselor Alabama Lutheran Junior College 1804 N. Green Street Selma, AL 36701 (205) 875-1550

Description of program(s): For the past five years, Alabama Lutheran Junior College has conducted an experimental summer career information and guidance program for youths living in a region of Alabama heavily populated by Black Americans. The purpose of the program is to provide individual career development counseling for poverty-stricken youths and children of educationally-deprived parents.

In this section of the state, over 30 percent of all families and individuals fall below the U.S. Department of Agriculture poverty indices for nutrition and amount of accrued income. Hope for breaking the cycle of poverty—a cycle that feeds on a round-robin of poor education, low motivation, few job opportunities, and the massive out-migration of the potential labor force—lies in providing the youth of these counties with realistic career information and extensive career counseling over a period of months and even years.

Hope for breaking the cycle also rests with the economic development potential of this area of Alabama. Business and industry must have access to a sufficient number of young laborers prepared for entry-level positions, as well as to properly trained administrative personnel.

The Alabama Lutheran plan calls for the program to intervene in this cycle of poverty by working with youths 13-18 years old, their parents, the school systems, and existing industries and businesses. Expected outcomes are:

- Improvement of the youths' readiness for entering the labor market.
- Improvement of the parents' understanding of the benefits of career counseling and guidance during the early years of educational development.
- Improvement of business/industry's awareness of the variety of skills and human capital available in these communities and counties.

ALEXANDER CITY STATE JUNIOR COLLEGE**ALABAMA****COLLEGE INFORMATION**

Location	Alexander City, AL		
Enrollment:	1,210		
Area:	Rural		
Characteristics of student population:	Status:	63% full-time 37% part-time	Age: 100% over 25 years
	Family income:	0% less than \$5,000 ** \$5,000 to \$9,999 ** \$10,000 to \$14,999 ** \$15,000 to \$19,999 ** \$20,000 and over *100% within these categories	Minority groups: 0% American Indian 30% Black 0% Oriental 0% Spanish Surname

PROGRAM INFORMATION

Program(s):	Career Research Center/Occupational Information System
Populations served:	100% liberal arts students; 100% vocational/technical students
Number of staff conducting program(s) (full-time equivalents):	Not available
When established:	1977-78
Program-developed materials:	Not available
Availability of information and assistance:	Information not available; assistance available
Contact person(s):	Beverly Ricks, Counselor Alexander City State Junior College P.O. Box 699 Alexander City, AL 35010 (205) 234-6346
Description of program(s):	The Career Research Center at Alexander City State Junior College is located in the library, where a counselor is on duty daily to assist students with career information. A terminal tied in with the Alabama Occupational Information Computer provides the information that students need. Media specialists have developed career materials, which students are encouraged to use. Many prospective students are also using the materials. The intent of the career center is to assist in recruitment by making students aware of career possibilities after two years of college.

GADSDEN STATE JUNIOR COLLEGE**ALABAMA****COLLEGE INFORMATION**

Location:	Gadsden, AL		
Enrollment:	3,735		
Area:	Urban		
Characteristics of student population:	Status:	63% full-time 37% part-time	Age: 67% 18-25 years 33% over 25 years
	Family income:	15% less than \$5,000	Minority groups: 0% American Indian 15% Black 0% Oriental 0% Spanish Surname
		25% \$5,000 to \$9,999	
		30% \$10,000 to \$14,999	
		20% \$15,000 to \$19,999	
		10% \$20,000 and over	

PROGRAM INFORMATION

Program(s):	Career Development Center
Populations served:	70-80% student population
Number of staff conducting program(s) (full-time equivalents):	(1) administrator; (1) counselor; (1) job placement coordinator; (1) career technician; (1) cooperative education coordinator; (1) office manager
When established:	1976
Program-developed materials:	Career-related videotapes Descriptive brochures Self-help modules for students
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	Thomas E. Hughes, Career Development Center Gadsden State Junior College Gadsden, AL 35903 (205) 546-0484

Description of program(s):

The Career Development Center (CDC) is a comprehensive unit designed to provide career-related services to Gadsden State Junior College students. The primary services provided are career information, job placement, career counseling, and cooperative education. The Center also provides information on college transfer.

Efforts are made through the freshman orientation program to insure that each student on campus is aware of the services offered by the CDC. Instructors use the CDC during regular class periods to integrate the concept of career education into selected academic areas. As a result of this activity, students can correlate their subject area with possible related career fields.

The career informational aspects of the CDC are offered in a variety of forms. Included among these are carrels containing small filmstrip viewers and tape recorders, audio and video-color career tapes, occupational briefs and monographs, periodicals, a microfiche collection of over 2,900 college and university catalogs, and several books containing a comprehensive filing system that simplifies retrieval of all materials in the Center.

COLLEGE INFORMATION

Location:	Glendale, AZ		
Enrollment:	12,035		
Area:	Suburban		
Characteristics of student population:	Status:	29% full-time 71% part-time	Age: 51% 18-25 years 49% over 25 years
	Family income:	12% less than \$5,000 28% \$5,000 to \$9,999 33% \$10,000 to \$14,999 23% \$15,000 to \$19,999 6% \$20,000 and over	Minority groups: .004% American Indian 2% Black .009% Oriental 10% Spanish Surname

PROGRAM INFORMATION

Program(s):	Projects in Community Service
Populations served:	2% liberal arts students; 2% vocational/technical students
Number of staff conducting program(s) (full-time equivalents):	(1) faculty; (3) student assistants
When established:	1971
Program-developed materials:	Text on course reading materials, volunteer techniques, and course information Guidelines for community agencies on the effective use of volunteers Supervisor evaluation forms Student weekly reporting and evaluation forms Slide/tape presentation of program activities Listing of all community service agencies in target area Manual on-job and career market for types of volunteer settings Alphabetical card index of agencies in which students can work, with job descriptions
Availability of information and assistance:	Descriptive information available free; instructional materials available at cost; assistance available
Contact person(s):	Jane Werneken, Director of Projects in Community Service Glendale Community College 6000 West Olive Avenue Glendale, AZ 85301 (602) 934-2211
Description of program(s):	The director of the Placement, Advisement, and Life Planning Center at Glendale Community College is responsible for the overall administration of the program; the training, placement, and followup of students; maintaining a working relationship with community agencies; and reporting and public relations functions. Paraprofessional staff assist the director in conducting the program. Students register for a section of Projects in Community Service under eleven academic departments: art, English, general business, home economics, journalism, math, physical education, political science, psychology, reading, and counseling. With the help of the counseling department students can explore local industries, employers, and/or occupations through on-the-spot observations and interviews. Students may spend the entire semester with one employer or divide their sixteen-week semester in exploration of ten different career areas. For each credit hour earned, students must attend a weekly one-hour seminar, spend two hours weekly with an employer, and keep a journal.

COLLEGE INFORMATION

Location:	Mesa, AZ		
Enrollment:	12,027		
Area:	Suburban		
Characteristics of student population:	Status: 33% full-time 67% part-time Family income: 5% less than \$5,000 19% \$5,000 to \$9,999 40% \$10,000 to \$14,999 30% \$15,000 to \$19,999 6% \$20,000 and over	Age: 58% 19-25 years 42% over 25 years Minority groups: 1.3% American Indian 2.8% Black .8% Oriental 10.4% Spanish Surname	

PROGRAM INFORMATION

Program(s):	Career Development Program
Populations served:	Available to 100% liberal arts and vocational/technical students, faculty, and administrators
Number of staff conducting program(s) (full-time equivalents):	(10) faculty; (2) administrators; (7) counselors
When established:	1978
Program-developed materials:	Assessment and advisement booklet Orientation for student development booklet Career exploration booklet
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	Lois M. Christensen, Career Program Advisor Mesa Community College 1833 W. Southern Avenue Mesa, AZ 85202 (602) 833-1261 x387

Description of program(s):

The Career Development Program of Mesa Community College consists of the following functions: training, student placement and followup, public relations, reporting, and maintaining a working relationship with the community. Professional faculty operate the program with support from classified staff, work-study students, and aides. Local businesses cooperate by providing their personnel as instructors. Overall program administration is the responsibility of the dean of students and the dean of occupational education.

To achieve a comprehensive career program, the staff works to move each new and continuing student through the four phases of the program: 1) assessing and advising students by department (also for seniors of feeder high schools); 2) orienting students to available development services; 3) scheduling career exploration classes coupled with the career and advising center for the undecided student, where he/she may earn up to four credits per semester with a maximum of sixteen credits allowed in eight occupational programs; and 4) providing other services such as computerized career search, financial aid, job placement, curbside tutoring, AWARE (Active Women's Return to Education), RSVP (Retired Senior Volunteer Persons), social educational services (for Senior Adults), special services (for handicapped individuals), and veterans services.

COLLEGE INFORMATION

Location:	Tucson, AZ		
Enrollment:	21,521		
Area:	Urban		
Characteristics of student population:	Status:	24% full-time 76% part-time	Age: 50% 18-25 years 50% over 25 years
	Family income:	28% less than \$7,500 37% \$7,500 to \$12,000 37% over \$12,000	Minority groups: 2% American Indian 4% Black 1% Oriental 19% Spanish Surname

PROGRAM INFORMATION

Program(s):	Multi-Campus Career Guidance Centers
Populations served:	50% liberal arts students; 50% vocational/technical students; 40% liberal arts faculty; 55% vocational/technical faculty; 10% administrators
Number of staff conducting program(s) (full-time equivalents):	(5) cooperative education faculty; (3) administrators; (10) counselors; (11) counselor aides and other paraprofessionals
When established:	1975 (Career Guidance Program)
Program-developed materials:	Course goals/objectives and syllabi for human development programs Packages including workshop/seminar exercises, guidelines, and manuals on various career education topics Diagnostic assessment tests for evaluating educational aptitude and vocational competencies and interests Video cassette presentations on outreach and career guidance for minorities to show a program implemented at Pima On-line computerized Guidance Information System for job opportunities and requirements in Southern Arizona Instructional cooperative education manuals for class use
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	David F. Shuford, Associate Dean of Student Services Pima Community College 2202 West Anklam Road Tucson, AZ 85709 (602) 885-8696
Description of program(s):	Each campus of Pima Community College has developed career guidance services that meet the needs of the students it serves—from those in metropolitan Tucson to those in rural areas and on the Papago Indian Reservation. Career guidance services at each campus focus on career awareness, career exploration, decision-making, and career planning. Services provided include courses, workshops, testing, computer searches, video and audio tapes, advising, and counseling. Students learn their strengths, acquire job-seeking skills, and study the structure of the community as they move from education to employment. Counselors work closely with the faculty in certain program areas. Conversely, all instructional faculty serve as advisors to students in their curriculum areas. Cooperative education has developed into a tripartite system of joint planning by the student, the employer, and the faculty member. Students can participate on a voluntary basis for a total of four semesters in 28 occupational programs.

**Description of program(s):
(cont.)**

High school students, local business representatives, and faculty can discuss their mutual needs and interests during the college-sponsored Career Expo, College for a Day, and Student/Faculty Success Fair. Staff and materials from the career centers on each campus have become valuable resources to instructional faculty, industry, and community organizations.

The computer has become an important asset in career searching and career information storage. Staff from the career centers are gathering information on jobs in the state that will be disseminated through the computer on a statewide basis.

This program has been strengthened by the development of career education activities on each individual campus that support the entire educational program. The program's success is due, in part, to the high level of cooperation among the campuses to achieve college goals.

COLLEGE INFORMATION

Location:	Hayward, CA		
Enrollment:	17,267		
Area:	Suburban		
Characteristics of student population:	Status:	22% full-time 78% part-time	Age: 50% 18-25 years 50% over 25 years
	Family income:	0% less than \$5,000 5% \$5,000 to \$9,999 5% \$10,000 to \$14,999 15% \$15,000 to \$19,999 75% \$20,000 and over	Minority groups: 1% American Indian 6% Black 5% Oriental 9% Spanish Surname

PROGRAM INFORMATION

Program(s):	Career Planning and Development Center
Populations served:	50% liberal arts students; 40% vocational/technical students; 2% liberal arts faculty; 5% vocational/technical faculty; 3% administrators
Number of staff conducting program(s) (full-time equivalents):	(1) counselor
When established:	1974
Program-developed materials:	Informational materials for courses in career planning Video cassettes describing various academic majors at four-year colleges and universities in California Self-exploration modular units concerning various aspects of career awareness and educational planning
Availability of information and assistance:	Descriptive information available free; individual career counseling assistance available free
Contact person(s):	Steven Bundy, Coordinator-Career Planning and Development Center Chabot College 25555 Hesperian Boulevard Hayward, CA 94545 (415) 786-6726
Description of program(s):	The Career Planning and Development Center at Chabot College is an educational resource facility designed to help individuals learn more about themselves and the world of work. Counseling is available to help individuals determine educational and occupational goals. Personal abilities, values, and career interests are explored through a variety of testing instruments. The Center library offers numerous types of informational materials. These include occupational files, college catalogs, labor market publications, and job hunting resources. In addition to counseling services and resource materials, the Center schedules several special career awareness programs each quarter featuring guest speakers and faculty advisors from various occupational fields. College students, as well as adults in the community, are encouraged to take advantage of the many programs and services available through the Career Planning and Development Center.

COLLEGE INFORMATION

Location:	Fountain Valley, CA		
Enrollment:	17,407		
Area:	Suburban		
Characteristics of student population:	Status:	2% full-time 98% part-time	Age: 22% 18-25 years 78% over 25 years
	Family income:	10% less than \$5,000 18% \$5,000 to \$9,999 15% \$10,000 to \$14,999 14% \$15,000 to \$19,999 43% \$20,000 and over	Minority groups: 2% American Indian 1% Black 5% Oriental 5% Spanish Surname

PROGRAM INFORMATION

Program(s):	Cooperative Work Experience
Populations served:	57% liberal arts students; 43% vocational/technical students; 57% liberal arts faculty; 43% vocational/technical faculty
Number of staff conducting program(s) (full-time equivalents):	(4.5) faculty; (1.3) administrators; (.2) counselors; (30) business/industry/labor personnel
When established:	1976
Program-developed materials:	Student handbook for career assessment, personal evaluation, and performance objectives Tips on career progress through personal motivation Collection of strategies for personal motivation How to progress in your career—an institutional program designed to guide an individual in career and personal goal-setting
Availability of information and assistance:	Descriptive information available free; instructional materials available at cost; assistance available
Contact person(s):	Charles M. Ardolina, Associate Dean, Cooperative Education and Career Programs Coastline Community College 10231 Slater Avenue Fountain Valley, CA 92708 (714) 963-0811 x225
Description of program(s):	Coastline Community College has served nearly 41,000 students since it was established in 1976. Its campus is the community. Classes are held in storefronts, public schools, churches, factories, and community buildings. Although cooperative education at Coastline is optional, all of the certificate programs have co-op as a possible elective and 16 units are attributable to an AA degree. According to statistics compiled to date, the co-op student's average age is 35; he/she works 40 hours per week and has family and community responsibilities. Based on these student characteristics, the co-op program is designed to serve adults who are upgrading their skills in a particular career area; transitioning to perhaps a second, third or even fourth new career area; or attempting to re-enter the work force after a prolonged absence. Generally, the co-op student's primary career goal is not the development of entry-level skills or job placement; rather, it is the development of additional skills for career advancement. Time is a priority and a highly prized commodity for the adult student. For this reason, co-op has developed a non-traditional format linked to mail-in, high-speed computerized registration; telephone course facilitators who

Description of program(s):
(cont.)

interact directly with students; telecourse or broadcast courses for credit; courses by newspaper; and in-plant nonclassroom courses.

Co-op students are involved in a four-phase process each semester until the maximum 16 co-op units are completed, as follows:

- Phase I: Assessment and development of additional skills for career advancement
- Phase II: Student/employee/coordinator meeting to review and sign student contract
- Phase III: Coordinator followup
- Phase IV: Employee-student evaluation of objectives

The cooperative education program at Coastline aggressively seeks this "new" population. The focus is on the adult, mid-life student, and all services and programs are designed to meet his or her needs.

COLLEGE INFORMATION

Location:	San Luis Obispo, CA		
Enrollment:	4,569		
Area:	Rural		
Characteristics of student population:	Status:	38% full-time 62% part-time	Age: 70% 18-25 years 30% over 25 years
	Family income:	Not available	Minority groups: 2.3% American Indian 2.8% Black 7% Oriental 10.6% Spanish Surname

PROGRAM INFORMATION

Program(s):	1) Work Experience Education 2) Career/Placement Center 3) Career Development Class 4) W.I.N.G.S. 5) S.A.M. C.H.A.L.U.I.		
Populations served:	1) 100% vocational/technical students 2) 40% liberal arts students; 60% vocational/technical students 3) 40% liberal arts students; 60% vocational/technical students 4) 40% liberal arts students; 60% vocational/technical students 5) 100% vocational/technical students		
Number of staff conducting program(s) (full-time equivalents):	1) (1) faculty 2) (1) faculty; (.6) other 3) (.13) counselor 4) (.5) counselor 5) (.5) counselor		
When established:	1) 1972 2) 1973 3) 1974 4) 1977 5) 1978		
Program-developed materials:	1) Job-oriented learning objectives Descriptive pamphlets 2) Guide to the Career Center Individual user's guide for self-directed career inquiry Descriptive pamphlets 3) None 4) None 5) Informational/instructional material		
Availability of information and assistance:	Descriptive information and instructional material available free; assistance available (all programs)		
Contact person(s):	1) Alta Hester, Work Experience Coordinator 2) Edwin M. Pearce, Dean of Instruction, Occupational Education and Special Programs Alta Hester, Coordinator, Career/Placement Center 3) Alta Hester, Instructor 4) Vivian Cohen, Counselor 5) Edwin M. Pearce, Dean of Instruction, Occupational Education and Special Programs Cuesta College P.O. Box J San Luis Obispo, CA 93406 (805) 544-2943		

Description of program(s):

- 1) Students employed in areas relating to their course of study or career goals benefit from Work Experience Education (Co-op). They are encouraged to view the job site as a valuable place to learn, and to outline learning objectives which are specific, measurable, and able to be accomplished in a semester. College credit is granted toward the AA degree for successful completion of program objectives.
- 2) To meet students' needs for short- and long-range career planning and for employment, the Career/Placement Center is operated as part of the Library/Learning Center. Here, students study printed career materials, use audiovisual programs, receive counseling, take interest inventories, study college catalogs, and attend seminars.
Job placement for local full- and part-time employment is provided through a cooperative arrangement with the California Employment Development Department. Also, students are referred to the Work Experience Education coordinator in order to receive college credit for appropriate experiential learning.
- 3) In the career development class, psychology 62, students varying in age and amount and type of work experience explore their attitudes and values. They learn decision making, information gathering, goal setting, and achievement of their goals. The informal small group setting provides an atmosphere for sharing of feelings and experiences.
- 4) WINGS provides women reentering the job market a personalized orientation to Cuesta College by means of weekly seminars held during the early part of the semester for exploration of their common needs and experiences. Former members of the group, trained to be peer counselors, help the women participants find satisfying educational and career placements.
- 5) The S.A.M. C.H.A.L.U.I. concept is a vocational student referral system adopted from a model developed at San Jose City College. The program identifies and serves vocational education students meeting the disadvantaged criteria of the Vocational Education Act. The acronym SAM CHALUI means "Student Accountability Model" (an accounting component) and the basic referral needs of students—"Counseling, Health Attendance, Language, Underachievement, and Instruction."

COLLEGE INFORMATION

Location:	Huntington Beach, CA		
Enrollment:	18,079		
Area:	Suburban		
Characteristics of student population:	Status:	22% full-time 78% part-time	Age: 40% 18-25 years 60% over 25 years
	Family income:	10% less than \$5,000	Minority groups: 0% American Indian 1% Black 2% Oriental 10% Spanish Surname
		20% \$5,000 to \$9,999	
		30% \$10,000 to \$14,999	
		30% \$15,000 to \$19,999	
		10% \$20,000 and over	

PROGRAM INFORMATION

Program(s):	Occupational Education Integrated
Populations served:	20% liberal arts students; 100% vocational/technical students; 10% liberal arts faculty; 100% vocational/technical faculty
Number of staff conducting program(s) (full-time equivalents):	(10) faculty; (3) administrators; (2) counselors
When established:	1970
Program-developed materials:	Handbook for cooperative work experience students for use by two- and four-year institutions as a model, stressing learning objectives approach to assessing the work experience student's learning and performance Training manual and series of inservice workshops for training instructor/coordinators Video tape cassettes for use with work experience students and faculty
Availability of information and assistance:	Descriptive information and instructional materials available free; assistance available
Contact person(s):	Karl A. Strundberg, Assistant Dean of Occupational Education Golden West College 15744 Golden West Street Huntington Beach, CA 92647 (714) 892-7711
Description of program(s):	The organizational structure for integrated occupational education at Golden West College includes four program areas: occupational education (development and evaluation), cooperative work experience, job placement, and volunteer service-learning. The college has defined the functional responsibility of each of the program areas, as well as how they relate to the counseling/career guidance section. Faculty in the various academic divisions (including liberal arts disciplines) coordinate work experience students. The college makes a special effort to integrate liberal arts and vocational faculty. A detailed description of the college's cooperative work experience program is available through a videotape cassette and related materials.

COLLEGE INFORMATION

Location:	Oakland, CA		
Enrollment:	10,470		
Area:	Urban		
Characteristics of student population:	Status:	30% full-time 70% part-time	Age: 70% 18-25 years 30% over 25 years
	Family income:	20% less than \$5,000 15% \$5,000 to \$9,999 30% \$10,000 to \$14,999 30% \$15,000 to \$19,999 5% \$20,000 and over	Minority groups: 1% American Indian 75% Black 6% Oriental 8% Spanish Surname

PROGRAM INFORMATION

Program(s):	Center for Vocational and Occupational Education Learning Resources
Populations served:	10% (total allowable) liberal arts students; 100% vocational/technical students; 10% liberal arts faculty; 100% vocational/technical faculty; students and faculty of other colleges in district; local non-profit agencies and schools; members of community
Number of staff conducting program(s) (full-time equivalents):	All director and career technicians (number not available)
When established:	1975
Program-developed materials:	Career education brochures, leaflets, flyers, and pamphlets Introductory materials that incorporate vocational and occupational concepts used for radio and television teaching
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	Robert Fox, Dean of Student Personnel Services Josephine H. Cooper, Director of the Center Laney College 900 Fallon Street Oakland, CA 94607 (415) 834-5740
Description of program(s):	Since the Laney Community College Center opened in 1975, it has served more than 6,000 vocationally disadvantaged students. Goal of the project was to develop a vocational career education learning resource center that would improve the student's ability to make wise career choices and decisions. That goal has been accomplished. The Center serves as a model, assisting students defined as "disadvantaged" in making wise career choices. Students are also provided supportive services such as diagnostic testing, cooperative education, job development, and, ultimately, job placement—all the prerequisites for achieving goals and becoming contributing members of society. The Center also strives to meet the special vocational education needs of disadvantaged persons within the community college area, helping them to learn occupational sociology on their own terms. Emphasis is placed on these objectives at the Center: teaching the vocationally disadvantaged the vocational concept; providing the opportunity to "learn by doing"; studying particular occupations to highlight an important work heritage; stressing the importance of work stratification in a changing society; and, most importantly, helping to achieve employability.

COLLEGE INFORMATION

Location:	Long Beach, CA		
Enrollment:	31,671		
Area:	Urban		
Characteristics of student population:	Status: 22% full-time 78% part-time	Age: 24% 18-25 years 76% over 25 years	
	Family income: 20.3% less than \$5,000 19.2% \$5,000 to \$9,999 24.2% \$10,000 to \$14,999 *% \$15,000 to \$19,999 *% \$20,000 and over *36.3% combined	Minority groups: 1% American Indian 9% Black 4% Oriental 5% Spanish Surname	

PROGRAM INFORMATION

Program(s):	Career Planning Center
Populations served:	25% liberal arts students; 20% vocational/technical students; 10% liberal arts and vocational/technical faculty; 5% administrators; 30% community residents
Number of staff conducting program(s) (full-time equivalents):	(3) counselors
When established:	1974
Program-developed materials:	Informational brochure Self-paced career guidance program Group tutorials led by professional career counselor, for examination of career options
Availability of information and assistance:	Descriptive information available free; assistance available
Contact person(s):	Robert A. Mantovani, Coordinator of Student Services Long Beach City College 4901 E. Carson Street Long Beach, CA 90808 (213) 420-4292
Description of program(s):	A career planning center is operated on the college's two campuses to assist individuals in the process of career decision making. Whether one is choosing a career for the first time or is in need of making a mid-career change, the centers can aid individuals in several ways, including exploration, research, discussion, and provision of other activities and data essential to effective career decision making. Individual counseling sessions are available for those who want to examine career alternatives on a one-to-one basis. Workshops offered throughout the year focus on: résumé writing, job interview skills, and how to go about making a mid-career change.

COLLEGE INFORMATION

Location:	Oakland, CA		
Enrollment:	7,837		
Area:	Urban		
Characteristics of student population:	Status: 33% full-time 67% part-time	Age: 35% 18-25 years 65% over 25 years	
	Family income: Not available	Minority groups: 1% American Indian 40% Black 7% Oriental 8% Spanish Surname	

PROGRAM INFORMATION

Program(s):	Career Center
Populations served:	30% liberal arts students; 40% vocational/technical students; 10% liberal arts faculty; 10% vocational/technical faculty; 5% administrators; 5% non-certificated staff
Number of staff conducting program(s) (full-time equivalents):	(2) faculty; (1) administrator; (1) counselor; (2) non-certificated staff; (3) student assistants
When established:	1976
Program-developed materials:	Publicity brochures Job flyer Career Center — What's in It for You? Career information sessions—monthly schedule
Availability of information and assistance:	Information not available; assistance available
Contact person(s):	Carolyn Schuetz, Coordinator, Cooperative and Occupational Education Merritt College 12500 Campus Drive Oakland, CA 94619 (415) 531-4911 x396
Description of program(s):	The career education effort at Merritt College has evolved philosophically and organizationally toward a comprehensive program. Since spring of 1976, a central Career Center has been in operation, housing the functions of cooperative education, placement, career resource library, and career counseling. The staff has been enthusiastic in its attempts to upgrade existing services and implement new ones, and has worked together to complement rather than duplicate services. Merritt's Career Center is the core of all these services. Students go there for information, counseling, hands-on experience, and even paid experience. Students also have the opportunity to analyze current work experience and use the results as a basis for career learning, upward mobility, and/or mid-career change. Staff from the Career Center have formed liaisons with other members of the college staff, especially classroom instructors. Information on career trends and publications is shared with appropriate faculty. Instructors often make career information presentations, and staff of the Career Center make special efforts for group class activities. Non-certificated members of the college staff are also provided with information from the Career Center.

COLLEGE INFORMATION

Location:	Moorpark, CA		
Enrollment:	8,355		
Area:	Suburban		
Characteristics of student population:	Status:	32% full-time 68% part-time	Age: 64% 18-25 years 36% over 25 years
	Family income:	7% less than \$5,000 12% \$5,000 to \$9,999 33% \$10,000 to \$14,999 40% \$15,000 to \$19,999 8% \$20,000 and over	Minority groups: 0% American Indian 7% Black 1% Oriental 14% Spanish Surname

PROGRAM INFORMATION

Program(s):	Model Career Development and Placement Center "Hot Seat" Series
Populations served:	100% liberal arts and vocational/technical students and faculty, administrators, high school students, and community members
Number of staff conducting program(s) (full-time equivalents):	(8) counselors
When established:	1972
Program-developed materials:	"Share packages" describing the Career Development Center—resources, activities and special programs
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	William I. Bendat, Associate Dean of Counseling Moorpark College 7075 Campus Road Moorpark, CA 93021 (805) 529-2321

Description of program(s):	Moorpark College's Career Development and Placement Center is a recognized model center housing a well-stocked career library and staffed by five rotating counselors who each spend one day per week specializing in career counseling. These counselors also teach a three-unit transferable career course and have compiled <i>Career and Life Planning</i>, a workbook for students and instructors. This workbook is combined with a battery of inventories to assist students in evaluating their interests, values, and skills. Counselors also teach one- to three-hour workshops for students who want specific help with job search strategy, writing résumés or interviewing techniques. Workshops and short-term classes have been taught at off-campus locations such as the local shopping center. A special "Career in Business" class is taught at the shopping center in conjunction with two other introduction to business classes composing the business retailing program. The most innovative activity of the Center is the "Hot Seat" speaker series. Taped in the college instructional television studio before a live student audience, these unique occupational forums bring together employers, students, and college staff in a free-wheeling, open-ended exchange of career information. The objective of the program is to provide a highly personalized service—one that creates an awareness of occupational options, develops an understanding of job demands and preparation needed, and, finally, offers tips for newcomers looking for ways to get a toe in the door.
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**Description of program(s):
(cont.)**

Since few of the commercially prepared materials are directed to local job opportunities, the college is producing its own materials, using the medium of television.

The "Hot Seat" program is made possible through the cooperative efforts of the various college departments. Counselors take the lead role and act as program moderators, while instructors share equal billing as hosts/panelists. The real "stars" of the program, however, are the two or three guests who talk about their jobs and the paths they chose in reaching career goals. Students in the advanced telecommunications program do the camera and production work.

Although the program does not follow a formal script, there is a format. Speakers and faculty members receive handbooks prior to taping, outlining the questions they will be expected to answer. Members of the audience are encouraged to question or challenge those on the panel.

In addition to the obvious student benefits of the program, instructors have increased their knowledge of career opportunities and counselors have become more aware of new developments in the various fields.

In keeping with the staff's philosophy of sharing, copies and scripts of "Hot Seat" have been sent to some 200 schools requesting assistance in developing similar programs.

COLLEGE INFORMATION

Location:	Costa Mesa, CA		
Enrollment:	26,351		
Area:	Suburban		
Characteristics of student population:	Status:	100% full-time 75% part-time	Age: 54% 18-25 years 46% over 25 years
	Family income:	18% less than \$5,000 *% \$5,000 to \$9,999 *% \$10,000 to \$14,999 *% \$15,000 to \$19,999 *% \$20,000 and over *82% combined	Minority groups: 1% American Indian 1% Black 3% Oriental 4% Spanish Surname

PROGRAM INFORMATION

Program(s):	Special Services
Populations served:	100% vocational/technical students; 100% vocational/technical faculty; 80% handicapped students
Number of staff conducting program(s) (full-time equivalents):	(20-30) FTE faculty; (5) administrators; (4) counselors; (10) career development center staff
When established:	1970
Program-developed materials:	Career brochures Video tapes of sample job interviews Video tapes of employer presentations Slide tape orientations Job search materials Job market surveys Co-op education course materials
Availability of information and assistance:	Descriptive information available free; most instructional materials available free, some at cost; assistance available
Contact person(s):	James Garmon, Dean of Special Services Orange Coast College 2701 Fairview Road Costa Mesa, CA 92626 (714) 558-5628
Description of program(s):	At Orange Coast College a number of activities and operations are grouped under a program called Special Services, which is described below. The Career Development Center's employment service combines information, instruction, coaching, and counseling for college students and community members alike. The career resource library has coordinated its services with those of the counseling and instruction divisions, high schools, community, and cooperative work experiences to form a network encompassing the campus and extending into the community. "Discover," a new computerized guidance system, has been integrated into the college's counseling services. The counseling staff also uses many printed and audiovisual materials, including 10 slide-tape media packages, each describing a career cluster. There is also available a directory of occupational and adult programs in Orange County schools and colleges.

**Description of program(s):
(cont.)**

The volunteer bureau is part of the cooperative work experience program and serves as a clearinghouse for volunteer opportunities available on campus and in the community. Whenever possible, the bureau matches people with non-paid jobs that have learning value relevant to the volunteer's college studies.

Cooperative education assists students in enhancing their career education through work in real job situations. Students are placed in jobs on a parallel plan basis, which is a part-time work/school arrangement, or on an alternate plan, which is full-time work away from college for a period.

Now in its second year, the Educational Testing and Learning Clinic helps students with learning disabilities improve their academic skills while attending college. Workbooks, audio tapes, and personal instruction geared to particular learning disabilities are used to assist the students. The Disabled Student Center provides comprehensive support services to disabled students. Assistance to those students may begin with priority registration and counseling made available before regular registration begins.

A program called Extended Opportunities, Programs, and Services provides aid to "unconventional" college students (minorities, welfare recipients, persons on probation, etc.) through counseling, financial aid, and tutoring.

The college's Tutorial Center, used by more than 1,000 students last year, employs 150 tutors who help students improve their academic skills.

COLLEGE INFORMATION

Location:	Saratoga, CA		
Enrollment:	21,439 (includes other campus in district)		
Area:	Suburban		
Characteristics of student population:	Status:	26% full-time 74% part-time	Age: 35% 18-25 years 65% over 25 years
	Family income:	0% less than \$5,000 0% \$5,000 to \$9,999 0% \$10,000 to \$14,999 100% \$15,000 to \$19,999 0% \$20,000 and over	Minority groups: .5% American Indian 9% Black .5% Oriental 17% Spanish Surname

PROGRAM INFORMATION

Program(s):	Career Center
Populations served:	30% liberal arts students; 40% vocational/technical students; 30% liberal arts faculty; 80% vocational/technical faculty; 50% administrators
Number of staff conducting program(s) (full-time equivalents):	(15) faculty; (2) administrators; (6) counselors
When established:	1975
Program-developed materials:	Approximately 20 video tapes on job search techniques, interview techniques, job satisfaction, how to present yourself, the value of being aware of self, career alternatives, and résumé writing (some tapes are 2 or 3 part series) Playing models and classroom career guidance materials Jackie/-brochure containing information on comprehensive résumé service
Availability of information and assistance:	Descriptive information available free; instructional materials available at cost; assistance available by management
Contact person(s):	Clyde D. Reyes, Director, Cooperative/Career Education West Valley College 14000 Fruitvale Avenue Saratoga, CA 95070 (714) 867-6196
Description of program(s):	West Valley College established a comprehensive career center in the fall of 1975. The basic components of the facility include an occupational work experience program, career counseling, career resource library, student placement department, and career studies classroom. Within these components a myriad of activities and services are offered, such as: résumé writing and preparation service, computerized vocational guidance system (EUREKA), employment grooming workshops, career seminar series, career planning courses, and work opportunities abroad (for credit). The career center is under the direction of a single administrator. A career center steering committee, established by an internal college governance system, assists the director in meeting the needs of students and staff. A 16-member career education advisory council helps the director meet the needs of business and industry.

COLLEGE INFORMATION

Location:	Littleton, CO		
Enrollment:	6,428		
Area:	Urban		
Characteristics of student population:	Status:	17% full-time 83% part-time	Age: 50% 18-25 years 50% over 25 years
	Family income:	Not available	Minority groups: .05% American Indian 1% Black .04% Oriental 3% Spanish Surname

PROGRAM INFORMATION

Program(s):	Community Career Resource Center
Populations served:	50% liberal arts and vocational/technical students
Number of staff conducting program(s) (full-time equivalents):	(.5) faculty; (1) administrator; (1) counselor; (.25) business/industry/labor
When established:	1976, with support of state career education funds
Program-developed materials:	Career education resource bank booklet
	Position paper on the community career resource center concept
	Individualized career development modules
	Syllabus for college level education/work seminar instructor
	Student manual in cooperative career education
Availability of information and assistance:	Career education video programs
	Descriptive information and instructional materials available at cost
Contact person(s):	Don Carson, Cooperative Career Education Coordinator Wayne Ball, Director, Area Vocational School Arapahoe Community College 5900 S. Santa Fe Littleton, CO 80120 (303) 794-1550

Description of program(s): Arapahoe Community College has been involved in various forms of career education since its opening in the fall of 1966. This effort is centered primarily in the areas of career counseling, vocational education, and a program in experiential studies. The experiential studies mode, which recognizes past learning experiences and allows students to design learning in the community, set the stage for continued efforts in career education.

The college has established a community career resource center to serve as a highly visible coordinating unit for career education activities on campus. The center is designed to be responsive to the needs of the college and community groups as users of the center. Users are identified as business, labor, industry, agencies, and other community groups or individuals.

One mechanism adopted to assist the college in this process is the career education resource bank designed to identify business/labor/industry/agency organizations willing to provide: speakers, shadow experiences, field trips, work exploration, career resource advisors, staff development advisors, cooperative career education work experience, and/or job listings.

NORTHEASTERN JUNIOR COLLEGE**COLORADO****COLLEGE INFORMATION****Location:** Sterling, CO**Enrollment:** 1,682**Area:****Characteristics of student population:****Status:** 59% full-time
41% part-time**Age:** 80% 18-25 years
20% over 25 years**Family income:** 20% less than \$5,000
35% \$5,000 to \$9,999
30% \$10,000 to \$14,999
10% \$15,000 to \$19,999
5% \$20,000 and over**Minority income:** 0% American Indian
2.5% Black
0% Oriental
2.5% Spanish Surname**PROGRAM INFORMATION****Program(s):** Cooperative Education Program**Populations served:** 25% liberal arts students; 40% vocational/technical students**Number of staff conducting program(s) (full-time equivalents):** (4.5) faculty; (1) administrator**When established:** 1974**Program-developed materials:** Student manual for co-op work experience**Availability of information and assistance:** Descriptive information and instructional materials available at cost; assistance available**Contact person(s):** Dick Gritz, Dean of Community Services
Northeastern Junior College
100 College Drive
Sterling, CO 80751
(303) 522-6600 x683**Description of program(s):** Cooperative education is part of a current curricular initiative directed toward giving students "real world" experiences. More than one-fifth of the students at Northeastern Junior College participate.

The college has been involved in and committed to cooperative education since the implementation of the agri-business program in 1963. This program requires students to alternate six-month periods of cooperative work experience with six-month periods of classroom study over a two and one-half year period. In 1972 this program received the HEW Region VIII Award for Excellence.

Three other programs that require alternating periods of classroom study and off-campus work experience are: Turf Management (1970), Marketing Management (1972), and Production Agriculture (1976). Students in liberal arts have the option of parallel or alternating co-op work experience as part of their programs.

Northeastern Junior College has differing patterns for cooperative education in several areas of the curriculum. In the academic areas, varying calendars and crediting procedures are used. Most career curriculum programs require co-op work experience, while others offer an option; some are on the alternating plan and some are parallel; all have formally established crediting provisions.

The college has developed a successful program that uses faculty coordinators in career guidance, job development, follow-up with students on the job, and in evaluating educational outcomes of work experience. Thirteen faculty members are part-time coordinators, directly involved in cooperative education. Faculty coordinators are required to work with the student and employer to provide supervision and counseling and to insure that the student achieves maximum educational benefit.

COLLEGE INFORMATION

Location:	New London, CT		
Enrollment:	784		
Area:	Suburban		
Characteristics of student population:	Status:	56% full-time 44% part-time	Age: 70% 18-25 years 30% over 25 years
	Family income:	40% \$10,000 to \$14,999 60% \$15,000 to \$19,999	Minority groups: Not available

PROGRAM INFORMATION

Program(s):	Vocational Counseling; Choosing, Changing, or Recycling?
Populations served:	100% community adults
Number of staff conducting program(s) (full-time equivalents):	(1) administrator; (1) counselor
When established:	1975
Program-developed materials:	Standardized tests Occupational information
Availability of information and assistance:	Descriptive information available; assistance available
Contact person(s):	David Harvey, Dean Mitchell College New London, CT 06320 (203) 443-2811

Description of program(s):

"Vocational Counseling: Choosing, Changing, or Recycling?" is the title of a program at Mitchell College based on these premises: 1) that human development is lifelong, 2) that one's early career choice is reversible and can be modified, and 3) that life involves a series of personal changes related to life stages. Finally, the program affirms that people in mid-life who are thinking about new career goals are not necessarily regressive or immature, but are seeking new developmental opportunities. Since the program was initiated in January 1975, over 75 women and men have participated, most between the ages of 25 and 50.

The program's objectives are:

- Participants will accomplish a fresh assessment of occupational interests, abilities, personality characteristics, and personal values;
- Participants will help each other examine career/life goals;
- Participants will acquire occupational information and explore factors related to career shifts, with attention to writing résumés;
- Special needs of women returning to work or education will be treated and examined; and
- Alternate career and/or educational plans will be developed by each participant within the context of private, individual counseling sessions.

The program is not an encounter or sensitivity group, nor is it psychotherapy. It is basically a career guidance/exploration program designed to facilitate career change, occupational self-assessment, and educational/career planning. Emphasis is placed on the examination and clarification of life goals.

COLLEGE INFORMATION

Location:	Cocoa, FL		
Enrollment:	9,773		
Area:	Suburban		
Characteristics of student population:	Status:	42% full-time 58% part-time	Age: 50% 18-28 years 50% over 28 years
	Family income:	5% less than \$5,000 40% \$5,000 to \$9,999 35% \$10,000 to \$14,999 10% \$15,000 to \$19,999 5% \$20,000 and over	Minority groups: 1% American Indian 16% Black 2% Oriental 2% Spanish Surname

PROGRAM INFORMATION

Program(s):	Center for Individualized Instruction/Career Development
Populations served:	50% liberal arts and vocational/technical students
Number of staff conducting program(s) (full-time equivalents):	(2) faculty; (1) administrator; (3) paraprofessionals
When established:	1974
Program-developed materials:	Audio test tapes Video math tapes Math prescription forms Videotapes on vocational careers pertaining to courses taught at Brevard
Availability of information and assistance:	Descriptive information available free; instructional materials available at cost; assistance available
Contact person(s):	Edward D. Fitchen, Coordinator of Career Development Center Brevard Community College Building C, Room 120 Cocoa, FL 32922 (305) 632-1111 x254
Description of program(s):	The Center for Individualized Instruction/Career Development at Brevard Community College is designed to help individuals who encounter difficulty in specific skills. Students are given a diagnostic test to help determine the skills on which they need work. A conference follows, during which an individual program is planned for each student, and a schedule is arranged. The Center assists students in identifying their interests and career goals, exploring a wide variety of occupational opportunities, finding and using specific career information, and registering for job placement services. The Center contains books and printed materials covering hundreds of occupations, as well as a self-administered interest inventory and microfilm of many college and university catalogs. The Singer Vocational Evaluation System is also available. It is designed to help select an area suited to one's interest and aptitude, and provides hands-on experience evaluation. Besides the career information available in the Center there is a math section with materials on basic math, logarithms, slide rule, algebra, trigonometry, geometry, calculus, and computer programming. There is also a reading and English section where students can work to improve their skills in comprehension, vocabulary, reading rate, studying, grammar, spelling, composition, and English as a second language.

COLLEGE INFORMATION

Location:	Pembroke Pines, FL		
Enrollment:	15,385		
Area:	Urban		
Characteristics of student population:	Status:	45% full-time 55% part-time	Age: Not available
	Family income:	Not available	Minority groups: .3% American Indian 8% Black 5% Oriental 2% Spanish Surname

PROGRAM INFORMATION

Program(s):	1) Women's Center 2) ACTIONS (Actions to Include Outreach and Night Service)
Populations served:	1) Not available 2) 62% liberal arts students; 33% vocational/technical students
Number of staff conducting program(s) (full-time equivalents):	1) (1) career advisor 2) (2) administrators; (2) career advisors; (1) outreach advisor; (7) job placement specialists; (1) secretary; (1) receptionist
When established:	1) 1976 2) 1977
Program-developed materials:	1) Position paper Spotlight classes, adult education classes and workshops Returning women's workshops Local resources Career planning—goal year 2000 Listing of career openings for women Career options (addresses) 2) Facilitator manuals for workshops seminars and activities of ACTION (in development stage)
Availability of information and assistance:	1) Descriptive information and instructional materials available free; assistance available 2) Not available
Contact person(s):	1) Linda G. Liberman, Acting Director Women's Center 3501 S.W. David Road Fort Lauderdale, FL 33314 (305) 581-8700 2) Craig R. Taylor, Planning & Program Coordinator ACTIONS 225 E. Las Olas Boulevard Fort Lauderdale, FL 33301 (305) 467-6700 x220
Description of program(s):	1) The Women's Center is a place for women to talk, be heard, learn, share, ponder, decide, and plan; it offers support, referral, and programming. Finding there are other women who share similar situations has been a positive incentive for most women to develop new skills, return to school, take additional cultural classes, or just go out on another job interview. Workshops are scheduled twice weekly and offer a wide variety of topics: legal rights, birth control, career development, money management, separation and divorce, study skills, values clarification, etc. The Center stresses careers, setting and reaching goals, and change. Staff of the Center guide women toward independence and flexibility, making them aware of options and choices that exist for them in today's world.

**Description of program(s):
(cont.)**

2) Actions To Include Outreach and Night Service (ACTIONS) is a comprehensive job placement and career development program designed to assist students and other residents of the college service area. Services include workshops and individual help in career exploration, as well as interview techniques, résumé writing, assertiveness training, career opportunities for minorities, women, and the elderly, financial assistance, and the like. An outreach effort directed toward potential employers has resulted in a large job bank, with many employers now calling the college's career centers to announce job vacancies.

In order to be responsive to career education needs in the community, ACTIONS is headquartered in a complex housing over 10 diverse social service agencies. This arrangement facilitates interagency communication, thus bridging gaps often existing between educational institutions and community agencies.

COLLEGE INFORMATION

Location:	Daytona Beach, FL		
Enrollment:	6,339		
Area:	Urban		
Characteristics of student population:	Status:	42% full-time 58% part-time	Age: 35% 18-25 years 65% over 25 years
	Family income:	30% less than \$5,000 30% \$5,000 to \$9,999 20% 10,000 to \$14,999 12% \$15,000 to \$19,999 8% \$20,000 and over	Minority groups: 1% American Indian 18% Black 5% Oriental 2% Spanish Surname

PROGRAM INFORMATION

Program(-):	Co-op/Career Center Programs
Populations served:	25% liberal arts students; 60% vocational/technical students; 20% liberal arts faculty; 80% vocational/technical faculty; 85% Women's Center clients; 30% Center for Individualized Learning (CETA)
Number of staff conducting program(s) (full-time equivalents):	(5) faculty; (4) administrators; (3) counselors; (1) business/industry/labor personnel; approximately 80 faculty voluntarily serve as career advisors and/or career coordinators for co-op students
When established:	1977
Program-developed materials:	Instructor's manual, workbooks and handouts for courses, workshops, seminars, and mini-mars on employability skills Series of twelve handouts on career exploration and development Co-op/career oriented workbook for students on course-related work assignments Mini "walk-in" workshops on résumé-writing and job assistance "Adults in Transition" career counseling model (in development stage) Audiovisual presentations (six)
Availability of information and assistance:	Descriptive information and instructional material available at cost; assistance available as needed
Contact person(s):	John L. Calhoun, Director, Co-op/Career Development Alan Schlossman, Coordinator, Career Education & Planning Evelyn Fine, Coordinator, Employment Relations Cynthia Walker, Career Advisor Daytona Beach Community College P.O. Box 1111 Daytona Beach, FL 32015 (940) 255-8131 x321
Description of program(s):	Cooperative education was initiated at Daytona Beach Community College in 1975 with the support of federal funding. The need for co-op at the college has since been substantiated by the program's growing enrollment—from 15 students in 1975 to approximately 10-15 percent of total degree-seeking students. When the program was established, statistics compiled by the college revealed four of five AA degree students were undecided on a course major or career direction, and over 70 percent of the college's headcount (exceeding 30,000) needed part-time or full-time work to remain in college.

Description of program(s):
(cont.)

With the support of the president, deans, faculty, and administrators, the college opened the 1,500 square foot Co-op/Career Center in January 1977, incorporating cooperative education, placement/follow-up, career education, career planning, career exploration, and career development services.

The entire student population (credit, certificate, and non-credit) is served. Also, there are referrals from CETA, the Women's Center, and community agencies focusing on career exploration, planning, and development through career counseling, testing, and individual assistance using ten career search stations located in the Center. Part-time, full-time, and graduate placement assistance is offered.

Career education includes: 1) use of the Center by instructors who bring students for classroom assignments, utilizing the Center's resources to clarify career objectives; 2) a three-credit career planning course for AA degree students; 3) a two-credit employability skills course (getting and keeping a job) for AS degree and certificate students; 4) a one-credit, self-paced, computer-assisted career exploration course; 5) non-credit courses, workshops, seminars, and mini-mars on each of the employability skills; 6) résumé, application, and job-search resource information; and 7) walk-in workshops for job assistance at specified hours each week. Career education courses have been incorporated as part of the requirements for all vocational and occupational programs offered by the college.

In 1978, the State of Florida Department of Education awarded DBCC a grant to develop a replicable model for "Adults in Transition," aimed at those over 25 years of age, wanting or needing to make job and/or career change. Kits to enable "housewives" or women living alone to convert homemaking or volunteer service experience to salable skills are being developed as part of the project.

A new experiential learning program, offering college credit for prior life experience, will be unveiled shortly.

In October 1978, the "DBCC College of Co-op and Career Ed Knowledge" was held as one of five national workshops in cooperation with AACJC and the U.S. Office of Career Education. Some 200 participants representing 80 colleges from 21 states helped make the three-day meeting a resounding success.

COLLEGE INFORMATION

Location:	Panama, FL		
Enrollment:	3,551		
Area:	Urban		
Characteristics of student population:	Status:	47% full-time 53% part-time	Age: 72% 18-25 years 28% over 25 years
	Family income:	18% less than \$5,000 15% \$5,000 to \$9,999 30% \$10,000 to \$14,999 15% \$15,000 to \$19,999 22% \$20,000 and over	Minority groups: .3% American Indian 11% Black .8% Oriental .07% Spanish Surname

PROGRAM INFORMATION

Program(s):	Career Laboratory
Populations served:	65% liberal arts students; 5% vocational/technical students; 3% liberal arts faculty; 2% vocational/technical faculty; 5% administrators; 20% career studies and community organizations
Number of staff conducting program(s) (full-time equivalents):	(1) counselor; (1) secretary
When established:	1976
Program-developed materials:	Information brochure
Availability of information and assistance:	Descriptive information available free; assistance available
Contact person(s):	Catherine Nix, Director of Counseling & Career Guidance Gulf Coast Community College 5230 West Highway 98 Panama City, FL 32401 (904) 769-1551 x229

Description of program(s):

The Career Laboratory at Gulf Coast Community College has developed a program to assist those individuals in need of career counseling and job placement. The free services are offered to both college students and members of the community. In recognition of its achievements, the Lab received an Exemplary Practice Award from the Florida Association of Community Colleges, Student Development Commission.

One of the Lab's most important services is helping individuals make career plans. Since advance planning is strongly recommended, students are encouraged to become familiar with the Lab early in their college careers to obtain information and guidance in selecting careers before declaring majors. Staff members are trained to advise students on choice of careers, full-time employment opportunities, graduate programs, part-time employment, and summer employment. The Lab maintains a library of college catalogs from throughout the United States.

The Lab cooperates closely with a number of other programs and agencies. These include: the Women's Center; the cooperative education coordinator, Office of Veterans Affairs, Division of Youth Services; Division of Vocational Rehabilitation; Tom P. Haney Vocational-Technical School; counselors from the junior and senior high schools; Panhandle Alcoholism Council; branches of the Armed Services; civic clubs and organizations; and the local State Employment Service.

During each semester, professionals from the community conduct seminars and workshops. The Lab also makes available printed and audiovisual materials.

MANATEE JUNIOR COLLEGE**FLORIDA****COLLEGE INFORMATION**

Location:	Bradenton, FL		
Enrollment:	4,693		
Area:	Urban		
Characteristics of student population:	Status: 54.5% full-time 45.5% part-time	Age: 50% 18-25 years 41% over 25 years	
	Family income: Not available	Minority groups: Not available	

PROGRAM INFORMATION

Program(s):	1) Cooperative Education 2) Experience-Based Career Education (EBCE) 3) Collection and Dissemination of Validated Career Guidance Activities Utilizing Community Resources 4) Adult Cooperative Education 5) The C.E.N.T.E.R.
Population Served:	1) Available to 100% students 2) Primarily utilized by first-semester students seeking career direction 3) Available to 100% kindergarten through university students in area 4) Available to 100% adults—no requirements 5) Community residents desiring to be CETA-eligible by Federal regulations
Number of staff conducting program(s) (full-time equivalents):	1) (1) administrator; (2) coordinators; (1) secretary; (2) clerical assistants; (25) faculty co-op coordinators 2) (1) learning coordinator; (1) site coordinator; (1) secretary 3) (1) staff member 4) (3) faculty instructors 5) (1) counselor/coordinator; (1) instructor; (1) secretary
When established:	1) 1969, through state funding, accredited in 1972 2) 1977, through Vocational Education Act monies 3) 1977, under vocational guidance grant from state education department 4) 1978, through funding from Community Instructional Services office 5) 1978, combination of existing programs
Program-developed materials:	1) Text material for careers course utilizing business approach of long range planning and management by objectives Resumé writing workbook Interview techniques handbook Co-op work experience handbook for guidance in setting meaningful learning objectives and evaluation Job search workbooks "Career Planning & Employability Skills: A Parallel Development Program"—workbook and a/v materials for presentation to community Specially designed training manuals for Co-op faculty coordinators Series of handouts on employability skills 2) Florida EBCE model (secondary and postsecondary) Florida EBCE brochure Florida EBCE slide/tape presentation, being developed Booklet of 300 annotated, community-based career guidance practices from all over the U.S. (kindergarten through university level) 3) Introductory kit Series of handouts on positive thinking and employability skills Resumé writing workbook Interviewing techniques handbook Job search workbooks Model program training manual 5) None

**Availability of
information and
Assistance:**

- 1) Descriptive information available free; assistance available
- 2) All materials available upon request
- 3) Annotated listing available on ERIC microfiche
- 4) Descriptive information available free; assistance available
- 5) All materials available upon request

Contact person(s):

- 1) Paul R. Cultrera, Director, Cooperative Education
 - 2) Barbara E. Jordan, Experience-Based Career Education
 - 3) Dale H. Melton, Project Director
 - 4) Paul R. Cultrera, Director, Cooperative Education
 - 5) Ann Draper, Counselor/Coordinator
- Manatee Junior College
Bradenton, FL 33506
(813) 755-1511

Description of program(s):

- 1) Manatee Junior College Co-op is a semi-decentralized credit awarding program utilizing both parallel and alternating approaches to work experience and learning. Unique concepts include student partnering on learning objective projects and the adult non-credit program.

Strong institutional commitment encourages involvement of an average of 25 faculty members as co-op coordinators. Strong student commitment is evidenced by an increase from 60 students in 1976 to approximately 500 in 1979. Co-op is mandatory in three existing programs, and available as an elective in all disciplines.

High academic quality is maintained by the model program's operating procedures involving student intake, supervision, training and evaluation. There is direct faculty coordination in setting objectives, guidance, evaluation, and improving interaction between the student's co-op experience and academic study. There are nine scheduled contacts per semester between the faculty coordinator and students. Faculty, employers, and outside consultants evaluate the program each semester.

- 2) EBCE is an exploratory learning experience, through which students learn how to gather the information that they need to make career decisions. In EBCE, the student examines personal interests, abilities, and aptitudes. Utilizing assessment results, the student and learning coordinator select objectives and develop appropriate learning activities. Approximately 20% of the student's time is devoted to seminars and other classroom activities, and 80% to community experience at sites which have been developed as resources to meet students' needs. Program requirements and community site experiences are monitored by the learning coordinator.

Upon completion of the program, credit is awarded in the course in which the student is enrolled. The program is not designed to provide vocational training or job placement and students are not paid for their experience. However, through their EBCE experiences students meet people who can help them in further education and employment by providing references, recommendations, and referrals. The recommended follow-up to EBCE is co-op.

- 3) The Collection and Dissemination of Validated Career Guidance Activities Utilizing Community Resources program is a three-year project leading to the development of how-to-do-it manuals of proven community-based career guidance practices for use by counselors and other guidance personnel. During the third year, 1979-80, the manuals of selected practices from among the 300 annotated in the above-mentioned listing will be developed.
- 4) The Adult Cooperative Education program is designed to serve the adult community, on a non-credit basis, by offering job obtainment skills such as positive thinking, self-evaluation, professional résumé writing, interview techniques, and job search methods. Personality and career testing is available for participants and the program is rounded out with one-on-one counseling and the use of the job placement office.

**Description of program(s):
(cont.)**

Offered in evening or afternoon sessions, the four three-hour workshops are designed to meet the needs of the unemployed, the underemployed, and those seeking career changes. A registration fee entitles participants to all services and materials.

- 5) The C.E.N.T.E.R. project, working in conjunction with the local CETA agency, Manatee County Department of Human Services, offers a two-week employability skills/career education program on a continuous basis to eligible individuals from the community. Eligibility is determined at CETA, based on federal regulations concerning income level, county residence, number of days unemployed, and out-of-school requirements. The project offers individual and group career counseling, self-assessment, career exploration, labor market information, instruction in using community resources, and employability skills (interviewing, résumé writing, job seeking, etc.). An employability plan covering short and long range goals, with the steps involved to reach these goals, is individually developed. Follow-through is then provided by a manpower specialist at CETA.

COLLEGE INFORMATION

Location:	Miami, FL		
Enrollment:	16,629		
Area:	Urban		
Characteristics of student population:	Status: 43% full-time 57% part-time	Age: 6.3% under 18 years 64.4% 18-25 years 29.3% over 25 years	
	Family income: 60% less than \$12,000 40% over \$12,000	Minority groups: .2% American Indian 24% Black 1.6% Oriental 33.3% Spanish Surname	

PROGRAM INFORMATION

Program(s):	Career Life Center
Populations served:	31% liberal arts students; 33% occupational careers students; 16% special programs students
Number of staff conducting program(s) (full-time equivalents):	(2) professionals; (1) paraprofessional; (1) graduate school intern; (4) student assistants; (2) V/A student assistants; (2) practicum students
When established:	1977
Program-developed materials:	Information brochure
Availability of information and assistance:	Descriptive information available free; assistance available
Contact person(s):	Ivan W. Stewart, Coordinator of Career Planning and Special Projects Miami-Dade Community College, North Campus 11380 N.W. 27th Avenue Miami, FL 33162 (305) 685-4511
Description of program(s):	The career planning program at Miami-Dade Community College is designed to deliver career information through vocational counseling. Students are exposed to career guidance systems that assist them in the development of their highest potential in making knowledgeable career choices. Their potential abilities are defined and followed by exposure to occupational trends and labor market analysis and projections. The Career Life Center is organized by career clusters and housed in a room of the campus library. A variety of information—educational opportunities in Florida and Dade County, jobs and career opportunities in the federal government, and financial aid programs—is provided in the center. On hand for student use are over 1,000 career-oriented publications, 3,000 catalogs from colleges and universities, and many audiovisual materials including occu-files for the physically limited. Student orientation to and use of the center is extensive. Daily guided tours are conducted in the center for academic classes. In addition, an average of 75 students visit the center daily for career counseling and information. The center is one of the most comprehensive of its type in the south Florida area. Located in northwest Miami, it serves as a catalyst for Broward Community College, Florida International University, and Miami-Dade's three other campuses. It has been instrumental in serving as a model career center of the Florida Southeast Consortium.

Description of program(s):
(cont.)

The center is directly linked with placement and counseling, and laterally linked to development studies and the library. Sub-linkages exist between the Change Center for Women, Center for the Physically Limited, student co-curricular activities, and student organizations.

There is strong evidence of the EA/EO commitment to career planning with references to retention and recruitment of new students. The center's staff has participated in many campus programs, such as Students' Awareness Week, Human Awareness Week, International Student Week, and Black History Month. Many other programs are scheduled on weekly and monthly bases. The center also works very closely with the staff who teach the Psychology of Career Adjustment courses.

The center has developed a film on the North Campus Career Planning Program, which is available to other educational institutions on loan. Contact the audiovisual department and request catalog no. VC 1233.

COLLEGE INFORMATION

Location:	Pensacola, FL		
Enrollment:	8,029		
Area:			
Characteristics of student population:	Status:	42% full-time 58% part-time	Age: 56% 18-25 years 44% over 25 years
	Family income:	12% less than \$5,000 28% \$5,000 to \$9,999 25% \$10,000 to \$14,999 25% \$15,000 to \$19,999 10% \$20,000 and over	Minority groups: 1% American Indian 15% Black 2% Oriental 1% Spanish Surname

PROGRAM INFORMATION

Program(s):	Career Laboratory
Populations served:	50% liberal arts students; 50% vocational/technical students; 50% liberal arts faculty; 50% vocational/technical faculty; 10% administrators; 75% community service agencies
Number of staff conducting program(s) (full-time equivalents):	(75) faculty; (1) administrator; (18) counselors; (100) business/industry/labor personnel; (40) high school and service agency counselors
When established:	1973
Program-developed materials:	Do-it-yourself career guidance mini-course Employability skills development workbook Self-appraisal "Getting to Know Yourself" Interest survey: "Keys to Careers" Information packet
Availability of information and assistance:	Descriptive information available free; instructional materials available at cost; assistance available
Contact person(s):	Wiley E. Clement, Director of Career Laboratory Pensacola Junior College 1000 College Boulevard Pensacola, FL 32504 (904) 476-5410
Description of program(s):	The Pensacola Junior College Career Laboratory, which began operation in 1973, provides many career and life planning services in both printed and audiovisual format. It functions from the premise that persons should have information about themselves and the world of work before making career and life decisions. It combines resources with counselors and paraprofessionals to meet group and individual needs. The Laboratory provides career and life planning services for many publics, including junior college, university, and high school students, as well as to adults in the college's service area. All new faculty members at Pensacola meet once a year in the Career Laboratory for a thorough orientation to its services. Teachers identify objectives that the Laboratory can meet and schedule their classes for participation in the planned activities.

**Description of program(s):
(cont.)**

The Career Laboratory arranges job placement and work experience opportunities for all students. Counseling is provided by the placement officer and other career guidance counselors. Students are encouraged to use the Job Bank, where job openings are listed by area employers.

Business and professional leaders, employers, and persons in many representative careers in the community have collaborated with the Career Laboratory to produce approximately 200 color videotaped career information programs for daily viewing by students and patrons. Each of the contributors in the videotape series has an opportunity to visit the Career Laboratory for a thorough orientation and they are asked to make suggestions for improvement.

Most area high school seniors annually attend career guidance programs at the Career Laboratory. While on campus they see a film entitled "Career Decision-Making."

The Career Laboratory, as a comprehensive center, provides resource information to students in area universities. It also offers educational planning, educational counseling, college catalogs, and counselor manuals for students transferring to feeder schools.

COLLEGE INFORMATION

Location:	Sanford, FL		
Enrollment:	3,182		
Area:	Suburban		
Characteristics of student population:	Status:	44% full-time 56% part-time	Age: 40% 18-25 years 60% over 25 years
	Family income:	10% less than \$5,000 10% \$5,000 to \$9,999 60% \$10,000 to \$14,999 18% \$15,000 to \$19,999 2% \$20,000 and over	Minority groups: 0% American Indian 16% Black 0% Oriental 10% Spanish Surname

PROGRAM INFORMATION

Program(s):	Cooperative and Career Education Program
Populations served:	30% liberal arts and vocational/technical students; 100% liberal arts faculty; 50% vocational/technical faculty; 100% administrators
Number of staff conducting program(s) (full-time equivalents):	(10) faculty; (1) administrator; (2) counselors
When established:	1973
Program-developed materials:	Faculty co-op coordinator's handbook Administrator's handbook
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	Catherine P. Cornelius, Director, Co-op and Career Education Program Seminole Community College Highway 17-92 South Sanford, FL 32771 (305) 323-1450 x256

Description of program(s):

In 1973 Seminole Community College instituted a program of career education that combines career exploration with field testing. Students who are undecided about academic or career choices are encouraged to enroll in a three-credit course called Career Exploration. The objective of the course is to heighten the student's decision-making skills by increasing his or her self-awareness of strengths, weaknesses, aptitudes, attitudes, life styles, and the realities of a variety of job/career options.

Students who have tentatively identified a career cluster or area may participate in the cooperative education program to confirm, alter, or completely change their preliminary career choices. Students with positive reinforcement continue co-op with the same or a similar employer for three trimesters. Students who indicate need for further exploration are placed in different fields each trimester.

Virtually all co-op experiences are paid, credit-earning, academic learning experiences supervised by regular teaching faculty from the discipline most closely related to the student's future career.

To insure that students get maximum benefit from the program, faculty expertise is combined when the need arises. For example, a student pursuing a career in chemical marketing may be supervised by both a chemistry professor and a business professor.

COLLEGE INFORMATION

Location:	Clarkston, GA		
Enrollment:	7,200		
Area:	Suburban		
Characteristics of student population:	Status:	60% full-time 40% part-time	Age: 55% 18-25 years 45% over 25 years
	Family income:	Not available	Minority groups: .3% American Indian 19.5% Black .8% Oriental 1.1% Spanish Surname

PROGRAM INFORMATION

Program(s):	Career Development and Life Planning Center
Populations served:	100% liberal arts and vocational/technical students and faculty, local non-profit agencies and schools, and community residents
Number of staff conducting program(s) (full-time equivalents):	(4) counselors; (3) graduate intern students; (5) paraprofessionals
When established:	1977
Program-developed materials:	Program brochure Career planning and development course outline and materials Slide-tape presentation of career center Audio-tape interviews of community workers Video-tapes of interviewing techniques Job search booklet
Availability of information and assistance:	Descriptive information available free; instructional materials available at cost; assistance available
Contact person(s):	Anna M. Castricone, Career Counselor DeKalb Community College 555 North Indian Creek Drive Clarkston, GA 30021 (404) 292-1520 x304
Description of program(s):	Since its beginning in 1977, the career development center at DeKalb Community College has served more than 8,000 students and community residents by offering them a variety of career/life planning services. In addition to a comprehensive career laboratory, other services are available, including individual and group counseling, seminars, testing, computer information, and a career planning and development course. The center staff has developed special programs to meet the needs of adults returning to work or college. "New Directions" is designed to help career changers explore alternative careers and to give support as they redirect their job searches. The Special Training Education Program for Displaced Homemakers assists individuals who, because of divorce, death of a spouse, or loss of family income, are in need of preparing either for a new occupation or for upgrading job skills. P.E.E.R.S. (Physical Education Exempt Returning Students), a support group for returning students, was formed by students and career counselors to facilitate the adjustment to college and to provide help in formulating career goals. Involvement in the community is on-going through a variety of services. Among these are: participation in high school career days, Explorer Scout jamborees, college day programs at local shopping centers, "Focus" days for young people enrolled in various community programs, referrals, and tours of the center.

COLLEGE INFORMATION

Location: Chicago, IL

Enrollment: 4,492

Area:

Characteristics of student population:

Status: 63% full-time
37% part-time

Age: 93% 18-25 years
7% over 25 years

Family income: 85% less than \$5,000
8% \$5,000 to \$9,999
4.5% \$10,000 to \$14,999
2% \$15,000 to \$19,999
.5% \$20,000 and over

Minority groups: 4% American Indian
63% Black
2% Oriental
7% Spanish Surname
6% Foreign Nationals
(from third world developing countries)

PROGRAM INFORMATION

Program(s): Career Assessment and Placement Center

Populations served: 100% liberal arts and vocational/technical students; 100% liberal arts and vocational/technical faculty; 80% administrators; community leaders; business and corporate leaders; YMCA agency directors

Number of staff conducting program(s) (full-time equivalents): (5) administrators; (10) counselors

When established: 1960

Program-developed materials: Center brochures describing the services offered
Career program brochures describing academic programs

Availability of information and assistance: Descriptive information available free; instructional materials available at cost; assistance available

Contact person(s): Leon I. Ivory, Vice President, Student Services
Central YMCA Community College
211 W. Wacker
Chicago, IL 60606
(312) 222-8312

Description of program(s): The center's assessment program consists of evaluation, academic placement, career guidance, and counseling. Students are given placement tests to determine strengths and weaknesses, and to aid in placing them in the academic programs consistent with their needs. Students also complete occupational interest surveys; the results are used to plan a curriculum to prepare for career entry.

An orientation program provides basic information and advising essential for academic success. The orientation is held prior to the beginning of classes each semester, but is repeated with mini-classes as needed during each semester.

Career and academic counseling are also provided. To assist students in selecting a career, counselors use vocational interest surveys and a variety of printed information. Counselors also advise students about appropriate courses, and help them work out problems that interfere with a successful college experience. Information on senior colleges is available for transfer students.

The primary function of the job placement service is to help CYCC students and alumni find suitable employment. The cooperative education program is designed to provide a bridge between school and work and make education more relevant to the world of work. Co-op helps students explore career choices and gain self-confidence in a work situation, provides industrial or business training; encourages students to develop skills, motivation, and maturity; and develops closer relationships among industry, business, and the college.

COLLEGE INFORMATION

Location:	Grayslake, IL		
Enrollment:	10,194		
Area:	Rural		
Characteristics of student population:	Status:	21% full-time 79% part-time	Age: 52% 18-25 years 48% over 25 years
	Family income:	Not available	Minority groups: .2% American Indian 8% Black 1% Oriental 4% Spanish Surname

PROGRAM INFORMATION

Program(s):	1) Program for Creative Aging 2) Program in Women's Studies		
Populations served:	7% liberal arts students; 7% vocational/technical students; 86% non-degree oriented new and continuing adults (both programs)		
Number of staff conducting program(s) (full-time equivalents):	1) (3) faculty; (1) administrator; (1) secretary		
	2) (5) faculty; (1) administrator; (1) secretary		
When established:	1) 1977 2) 1975		
Program-developed materials:	Brochures describing both programs published each semester		
	Course objectives and descriptions, materials used in course, curriculum plans, and evaluations for all courses in both programs		
Availability of information and assistance:	Descriptive information and instructional materials available free; assistance available (both programs)		
Contact person(s):	Diana Mrotek, Director of Community Education College of Lake County 19351 W. Washington Grayslake, IL 60030 (312) 835-2791		
Description of program(s):	1) The Program for Creative Aging at the College of Lake County was developed to promote the creative process of aging for all adults. The focus, therefore, is not on a specific age group, but on the process of aging, which begins at birth. Although programs that fill older adults' needs are emphasized in the initial phase, the ultimate goal is to promote understanding and communication between people of all ages.		
	The program currently consists of five components: one-half tuition for credit courses for adults age 60 and over; "Rules of the Road" for older adults; courses offered at the college; plans to subcontract specially designed programs to various agencies in Lake County that serve older adults; and federally funded (Title IVA) training courses offered to professionals, volunteers, and older adults.		
	2) The Program in Women's Studies offers both credit and non-credit courses. A certificate is awarded those persons who successfully complete a 15-hour program of courses focusing on both the traditional and changing roles of women in our culture. As an academic program, the collection of courses was established to reevaluate the traditional disciplines from the special perspectives of women, and to treat the contributions of women individually within each field.		

**Description of program(s):
(cont.)**

Offerings are of two types: workshops, which are six hours in length, and non-credit courses, which require a longer time commitment. Each offering is designed to meet special educational needs. The program goal is to help people examine various alternatives in their lives. Without credit restrictions, the curriculum can be planned flexibly to allow greater response to the needs expressed by participants. Pressure on participants is minimal, since there are no exams and little homework. Any of the offerings are appropriate to include on a résumé, however, and certificates of completion are available at the end of each course.

COLLEGE INFORMATION

Location:	Morton Grove, IL		
Enrollment:	6,382		
Area:	Suburban		
Characteristics of student population:	Status: 29% full-time 71% part-time	Age: 63% 18-25 years 37% over 25 years	
	Family income: Not available	Minority groups: Not available	

PROGRAM INFORMATION

Program(s):	1) Adult Career Resource Center 2) College and Career Planning Center
Populations served:	1) 10% liberal arts students; 10% vocational/technical students; 20% community adults 2) 66% liberal arts students; 34% vocational/technical students
Number of staff conducting program(s) (full-time equivalents):	1) (1) administrator; (1) counselor 2) (1) administrator; (1) student development assistant
When established:	1) 1976 2) 1977
Program-developed materials:	1) Worksheets and handouts for use in career decision-making, tracking down a job, résumé writing, and job interview 2) None
Availability of information and assistance:	1) Descriptive information available free; instructional materials available at cost; assistance available 2) Descriptive information available free
Contact person(s):	1) Patricia R. Handzel, Director, Community Outreach 2) Director of Student Development Services Oakton Community College 7900 Nagle Morton Grove, IL 60053 (312) 967-5120
Description of program(s):	1) The Adult Career Resource Center at Oakton Community College offers academic and career counseling, vocational testing, and referral services to men and women in the community who need assistance in changing careers or lifestyles. Persons of all ages and backgrounds—homemakers, teachers, social workers, retired business owners, and others—have received life-planning assistance from the center. They all have a common need for information about returning to school or work, changing jobs or careers, or seeking additional training. Workshops offered on a continuing basis during the past year were on these topics: New Career Options for Teachers, Career Development and Decision-Making Day, Tracking Down the Job, Skills Assessment, Résumé Writing, Group Testing, Orientation to College, and other job-hunting workshops. Materials available in the Adult Career Resource Center include: books for career changers and job hunters, cassette tapes on tracking down a job, vocational interests tests, career files on a variety of occupations, information about Chicago-area colleges and universities, non-traditional degree programs for adults, vocational training programs, and referral to other sources.

Description of program(s):
(cont.)

- 2) The College and Career Planning Center assists students in their exploration and planning by provision of resources designed to facilitate the connections between personal goals, education, and work. Students are encouraged to make frequent use of the center.

Located in the center are CVIS (Computerized Vocational Information Service), occupational reference materials, college catalogs (microfiche and paper), and the Job Information Delivery Service. In addition to the resource materials, the center is a referral service for vocational testing and counseling. The job placement service is located nearby.

Through the office of student development, special interest programs dealing with career planning, transferring, or the job market are offered in the center. It also serves as an information center for groups such as peer advisors, prospective students, or visitors.

COLLEGE INFORMATION

Location:	Gary, IN		
Enrollment:	1,264		
Area:	Urban		
Characteristics of student population:	Status:	46% full-time 54% part-time	Age: 43% 18-25 years 57% over 25 years
	Family income:	Not available	Minority groups: 1% American Indian 48% Black 1% Oriental 6% Spanish Surname

PROGRAM INFORMATION

Program(s):	Career Development-Job Orientation Center
Populations served:	50% vocational/technical students; 35% business/science students; 15% health/pollution students; 90% vocational/technical faculty; 10% related studies faculty; 7% administrators
Number of staff conducting program(s) (full-time equivalents):	(4) cooperative education faculty; (1) administrator; (2) counselors; (1) placement director
When established:	1977, through State Board of Vocational Technical Education federal grant
Program-developed materials:	Course goals/objectives and syllabi for career development programs
	16mm film (12 minutes) depicting employment opportunities in seven-county area of Northwest Indiana 8mm cartridge film, film strips with cassette, and student booklet depicting work samples Leaders guide and 16mm film depicting career education programs offered at Ivy Tech College Student handbook for development of career employment skills Self assessment materials aimed at living skill and employability skill development Job matching and work-sample materials
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	Dian Packard, Director of Student Services Leo J. Cantelope, Placement Director Indiana Vocational Technical College 1440 East 35th Avenue Gary, IN 46409 (219) 981-1111
Description of program(s):	The Career Development Center-Job Orientation Center was developed by Ivy Tech's Northwest Region, one of thirteen administrative regions of the college, to assist all incoming students, with special emphasis on disadvantaged/handicapped students. The center helps students identify career interests, assess potentialities, develop life purposes, and formulate a plan of action to serve these purposes, developing procedures for their realization. To accomplish the above goals, the center offers the following services: • Appraisal services—designed to collect, analyze, and use a variety of objective and subjective personal, psychological, and social data about each student for purpose of better understanding him/her as well as assisting him/her to understand self.

Description of program(s):
(cont.)

- Information services—designed to provide students with a greater knowledge of educational, vocational, and personal/social opportunities so that they may make better informed choices and decisions in an increasingly complex society.
- Counseling services—designed to facilitate self-understanding and development through didactic or small-group relationships. The major focus of such relationships is on personal development and decision-making that is based on self-understanding and knowledge of the environment.
- Planning, placement, and follow-up services—designed to enhance the vocational development of the student by helping select and utilize job opportunities within the college and in the outside labor market.
- Referral service—designed to assist the student through referral to other rehabilitation agencies more capable of coping with problems that the counselor discovers he/she is unable to cope with.
- Curriculum service—designed to help student translate what he/she has learned into functional reality, to guide the school in relevant curriculum revision, and to provide a means of determining the effectiveness of the college's education efforts.

The program is strengthened by the development of advisory councils for each service area. These councils are representative of the business and industrial communities. The program's success is due, in part, to the high level of cooperation among the college's staff and representatives of the service areas.

COLLEGE INFORMATION

Location:	Fort Dodge, IA		
Enrollment:	2,500		
Area:	Rural		
Characteristics of student population:	Status:	74% full-time 26% part-time	Age: 90% 18-25 years *% over 25 years *Not available
	Family income:	Not available	Minority groups: 0% American Indian 2% Black 0% Oriental 0% Spanish Surname

PROGRAM INFORMATION

Program(s):	Project Inquiry
Populations served:	Pilot group of 20 students (5 each in science, math, English, and social studies)
Number of staff conducting program(s) (full-time equivalents):	(12) faculty
When established:	1978, with assistance of AEL and grant from NIE
Program-developed materials:	Experiential manuals—English, science, social studies, and math Resource-person guide containing academic content outlines in English, science, social studies, and math
Availability of information and assistance:	Descriptive information available free; instructional materials available at cost; assistance available
Contact person(s):	Carl H. Larson, Assistant Superintendent, Curriculum and Instruction Iowa Central Community College 330 Avenue "M" Fort Dodge, IA 50501 (515) 576-3103
Description of program(s):	Iowa Central Community College's Project Inquiry students spend 18 weeks (one semester), six hours per week, at job sites, and one hour per week in session with college teachers developing the activity contract. Students may change sites each week or they may spend a number of weeks at a particular site, depending on the nature of the sites and the nature of their academic programs. Each elective course is constructed in terms of basic concepts, subconcepts, and interest areas. The Inquiry handbook delineates for each interest area (1) a performance objective, (2) job sites within the community where objectives can be attained, and (3) alternate laboratory activities to substitute in the event local job sites are not available. To aid in the selection of job sites, the student is provided with individual job site guides that detail occupations, resource persons, academic resources (correlated to the pre-established performance objectives), and a list of special resources available. The student uses the Inquiry-Quest mode of learning to discover, examine, and apply performance-based academic content in the context of the business and industry community, utilizing a concept-centered, performance-based curriculum validated by community college content experts.

COLLEGE INFORMATION

Location:	Liberal, KS		
Enrollment:	1,534		
Area:	Rural		
Characteristics of student population:	Status:	28% full-time 72% part-time	Age: 40% 18-25 years 60% over 25 years
	Family income:	5% less than \$5,000 30% \$5,000 to \$9,999 30% \$10,000 to \$14,999 25% \$15,000 to \$19,999 10% \$20,000 and over	Minority groups: 0% American Indian 5% Black 1% Oriental 5% Spanish Surname

PROGRAM INFORMATION

Program(s):	Mobile Career Van Program
Populations served:	100% liberal arts students; 100% vocational/technical students; 20% liberal arts faculty; 40% vocational/technical faculty; 10% administrators
Number of staff conducting program(s) (full-time equivalents):	(1) counselor
When established:	1974, through federal grant
Program-developed materials:	Cross reference index, listing careers alphabetically according to DOT number and Holland General Occupational Themes Bulletin boards reflecting the available career choices in the specific courses offered at SCCC Career and life planning courses
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	Don King, Career Counselor Seward County Community College Box 1137 Liberal, KS 67901 (316) 624-1951 x49

Description of program(s): The Seward County Community College Career Van Program serving rural, high school, and college-age individuals makes use of a motor home for a mobile classroom. The van is equipped to accommodate six students at individual audiovisual stations.

Currently, the career van has materials on some 1,500 different careers. Included are 350 filmstrips with cassettes, 200 cassettes, and several 16mm movies. Complete sets of Chronicle Guidance and Career Monographs, plus over 1,000 pamphlets from various industries, are available.

As a follow-up to the career interest testing, a part of freshman orientation, students are required to spend a minimum of two hours in the career van to become familiar with the available materials. They are encouraged to return to the van whenever they have questions concerning career choices.

The career van is driven to area high schools to promote career awareness and to provide information on careers which students have already contemplated entering. For three days each semester, the career counselor takes the van to each of the area high schools for use by its students. After choosing a career of interest, each student spends an hour researching it. The materials, conveniently organized through a cross-reference index, are designed to help each student determine the suitability for him/her of the career chosen for study.

COLLEGE INFORMATION

Location:	Baltimore, MD		
Enrollment:	8,253		
Area:	Urban		
Characteristics of student population:	Status:	43% full-time 57% part-time	Age: 75% 18-30 years 25% over 30 years
	Family income:	35% less than \$5,000 30% \$5,000 to \$9,999 20% \$10,000 to \$14,999 10% \$15,000 to \$19,999 5% \$20,000 and over	Minority groups: .3% American Indian 77% Black .3% Oriental .2% Spanish Surname

PROGRAM INFORMATION

Program(s):	TAR (Teaching-Application-Reinforcement)
Populations served:	2% vocational/technical students
Number of staff conducting program(s) (full-time equivalents):	(150) faculty; (2) administrators; (1) counselor
When established:	1977
Program-developed materials:	Informational materials
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	Jack W. Friedman, Assistant Dean of Faculty and Director of Cooperative Education Community College of Baltimore Lombard Street and Market Place Baltimore, MD 21202 (301) 396-1821

Description of program(s): The cooperative education program at the Community College of Baltimore was initiated in 1977 during the spring semester as a pilot activity, and is being developed further with the assistance of federal grants for fiscal years 1978 and 1979. Most of the co-op activity is currently at the Harbor Campus, one of the two campuses of the college, but the program has been expanded to the Liberty Campus also.

Students who wish to obtain on-the-job experience related to their major areas of study must have first successfully completed 12 semester hours, including specialized courses in their curriculums. The system used is the alternating scheme: one semester of study, one semester of work. The student will receive three credits (add on) for this experience if he/she works at least 180 hours; attends 15 hours of career seminars; and writes a term paper of no fewer than 500 words about work experiences, the organization in which he/she worked, and the nature and future of the occupation in which he/she was engaged. Additional evaluations are made by the employer and by faculty coordinators. This experience with another employer—even in a different occupation—may be repeated after one additional semester of study.

Career education is also provided in several introductory courses: Career Planning and Personal Development, Topics in Social Sciences, Introduction to the Technologies, and others. In many introductory vocational/technical courses, instructors make it a point to discuss related careers in their classrooms.

COLLEGE INFORMATION

Location:	Milton, MA		
Enrollment:	409		
Area:	Suburban		
Characteristics of student population:	Status: 100% full-time	Age: 98% 18-25 years 2% over 25 years	
	Family income: 5% less than \$5,000 15% \$5,000 to \$9,999 30% \$10,000 to \$14,999 40% \$15,000 to \$19,499 10% \$20,000 and over	Minority groups: 9% American Indian 1% Black 1% Oriental 5% Spanish Surname	

PROGRAM INFORMATION

Program(s):	CPD Program and Placement
Populations served:	100% vocational/technical students and faculty
Number of staff conducting program(s) (full-time equivalents):	(1) administrator
When established:	1976
Program-developed materials:	Bibliography of textbooks on career planning Externship letters, rules, and results Text on career planning for all seniors (in development stage)
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	Elinor Quigley, Director of Placement Career Planning and Development Aquinas Junior College Milton, MA 02186 (617) 698-7322

Description of program(s):

The adoption of modular scheduling in the last few years has changed the perspective at Aquinas Junior College, particularly in the externship program. Students enrolled in medical and social service secretarial, medical assisting, and fashion merchandising courses now participate in the program for one module. All other students receive their experience from after-class employment through the Career Planning and Development (CPD) program.

Services of the CPD program are coordinated through a formal CPO course, which is required of all seniors. This course, which is coordinated with various other college programs, teaches the student how to find a position; what types of positions are available; new opportunities open to women; how to complete a job interview successfully; and the process from the job search to the acceptance of a job opportunity. These aspects of career education are emphasized by lectures from personnel directors and other employers in the business world. All students in the program are tested and interviewed individually. The program culminates with a Career Day, participated in by 75 to 100 employers. Because of the students' training and preparation, employers are eager to hire them, and enthusiastically accept invitations to Career Day. The success of the program is determined by the successful placement of graduates and by the fact that very few of the graduates return for future placement—since they know how to get a job themselves.

Another important part of the program is a course on "The Contemporary Image," which aims to help the student present his/her best image, physically and mentally, for each occasion.

BUNKER HILL COMMUNITY COLLEGE**MASSACHUSETTS****COLLEGE INFORMATION**

Location:	Charlestown, MA		
Enrollment:	5,147		
Area:	Urban		
Characteristics of student population:	Status:	47% full-time 53% part-time	Age: 60% 18-25 years 40% over 25 years
	Family income:	Not available	Minority groups: .4% American Indian 2% Black 4% Oriental 1% Spanish surname

PROGRAM INFORMATION

Program(s):	1) Career Education Planning Information Center (CEPIC) 2) Community Educational Services Program (CESP) 3) Arts Alive Project 4) Labor Studies Program 5) How to Start Your Own Business 6) International Studies Project
Populations served:	1) 100% liberal arts students; 60% vocational/technical students; minimum usage by faculty; some community members; referrals by CETA 2) Not available 3) Not available 4) Not available 5) Not available 6) 8% liberal arts students; 4% vocational/technical students; 10% faculty
Number of staff conducting program(s) (full-time equivalents):	1) (1) administrator; (1) counselor; (3) work-study students 2) (2) faculty; (1) administrator; (.5) counselor; (.5) instructional designer 3) (1) faculty; (20) community based artists, musicians, actors, dancers, photographers 4) (1) administrator; (1) consultant 5) (2) faculty; (2) administrators; (5) business/industry/labor personnel 6) (1) administrator; (1) consultant
When established:	1) n/a 2) 1974 3) 1977-78 4) 1978-79 5) 1975 6) 1977-78
Program-developed materials:	1) Informational handouts 2) CESP resource manual describing cooperating community agencies and listing services, contact persons, and training opportunities CESP bulletin reporting current program news from community sites and from BHCC Charlestown campus Instructional materials 3) Material in development stage 4) Curriculum materials and program brochure in development stage 5) Not available 6) Instructional materials Audiovisual materials Competency-based materials Inquiry learning materials (in development stage)
Availability of information and assistance:	All descriptive information and instructional materials available at cost; assistance available (all programs)
Contact person(s):	1) Elodia Thomas, Coordinator, CEPIC 2) William Craft, Dean of the Open College Tony Stewart, Director of CESP 3) Linda Ostrander, Chairperson, Department of Fine and Performing Arts 4) Rosemary Verducci-Russo, Assistant to the President

- 5) Edward Kerr, Business Administration
Peter McLaughlin, Department of Continuing Education
- 6) Ann Kelleher, Project Director, ISP
Bunker Hill Community College
Rutherford Avenue
Charlestown, MA 02129
(617) 241-8600

Description of program(s):

- 1) The Career Education Planning Information Center (CEPIC) at Bunker Hill Community College offers life-planning counseling aimed at helping students make significant decisions related to careers, leisure, college transfer, or jobs. Staff members counsel, advise, test, interview, and provide informational services. CEPIC houses a library of occupational information resources, college catalogs, career and college search materials, employment outlook publications, and job listings. A wide variety of audiovisual materials is also available.

- 2) The Community Educational Services Program (CESP) was developed by the Open College to provide support and recognition for the many quality programs offering community-based training in the Greater Boston area. CESP assists organizations in the design and implementation of their education activities, and makes academic credit available to students who successfully complete training that has been evaluated by the program.

Students who complete training evaluated by CESP may petition the college for academic credit. This simple process establishes an official transcript record for each student, and the credit earned is then applicable to all Bunker Hill programs and may be transferred to other institutions.

Interaction and cross-registration of campus-based and community-based students are encouraged. Whenever space is available, students enrolled at Bunker Hill's Charlestown campus are encouraged to take advantage of the training programs in cooperation with CESP. Such participation gives students an opportunity to become part of a unique community learning environment not available on campus. In addition to training seminars and workshops, many organizations make internship arrangements available. For example, students might assist staff and attend training sessions at an area day center. Credit for this kind of experience is given through departmental internships or through petition for CESP credit.

- 3) Staff of Bunker Hill's Arts Alive program have scheduled performances, workshops, demonstrations, exhibits, etc. in more than 54 public and private agencies in the community.

In addition to their work in the local area, the CETA-funded staff members assist at BHCC during spring art, music, and theater productions. They also work with the audiovisual department, help stage musical productions, arrange concerts, and offer a fine arts series Wednesdays at noon.

- 4) The Labor Studies Program (LSP) represents another Bunker Hill effort to serve community members whose educational needs have not yet been met. Developed cooperatively by organized labor, faculty, staff, and consultants from the University of Massachusetts, the program is designed to meet the needs of elected union leaders, labor relation activists, personnel specialists, etc.

Unpaid union volunteers and officers, workers aspiring to elected office, negotiation team members, grievance committee persons, and others can benefit from LSP training. Graduates can expect to become more effective union members, leaders, business agents, personnel workers, etc. BHCC credits may be earned through labor courses taken at Boston Labor Guild at the Cooperative School of Industrial Relations and the Boston Community School. These courses may be elected on a credit base upon application, payment of tuition, and fulfillment of course requirements.

- 5) "How to Start Your Own Business" is a five-session seminar cosponsored by Bunker Hill Community College and the Small Business Administration (SBA). Speakers from the SBA, the business world, and the college faculty work with students interested in starting their own business, but who don't know where to

Description of program(s):
(cont.)

begin. Offered nine times a year, the seminar covers: success factors, business obligations, use of records, legal and tax considerations, evaluation and promotion of small business, and methods of borrowing.

- 6) Bunker Hill's International Studies Curriculum Development Project offers a workshop series in which Massachusetts Community College faculty are invited to participate. Volunteer faculty attend five Saturday workshops during a semester and receive a stipend of \$75 per workshop. The goal of the project is to provide faculty the opportunity to write international studies content into their courses for the following semester.

The first two workshops are led by consultants in the fields of competency learning, international studies, and behavioral objective writing with pre- and post-testing. The information provided in the first two workshops becomes the basis for a methodology for participating faculty to implement during the following three sessions when they actually write international studies units.

MIDDLESEX COMMUNITY COLLEGE**MASSACHUSETTS****COLLEGE INFORMATION**

Location:	Bedford, MA		
Enrollment:	6,084		
Area:	Suburban		
Characteristics of student population:	Status:	15% full-time 85% part-time	Age: Not available
	Family income:	Not available	Minority groups: *% American Indian *% Black *% Oriental *% Spanish Surname *less than 1% each group

PROGRAM INFORMATION

Program(s):	Division of Community Services
Populations served:	49% liberal arts students; 49% vocational/technical students; 1% vocational/technical faculty; 1% administrators
Number of staff conducting program(s) (full-time equivalents):	(1) administrator; (1) secretary
When established:	1978, as an outgrowth of original Widening Opportunity Research Center (WORC)
Program-developed materials:	Personal growth and career exploration (self-assessment survey) Internship program (LIVE)
Availability of information and assistance:	Descriptive information available free; assistance available
Contact person(s):	Barbara Sherman, Coordinator, Division of Community Services Middlesex Community College Bedford, MA 01730 (617) 275-2590

Description of program(s):	The Division of Community Services at Middlesex Community College addresses the needs of a wide variety of adults in the community, particularly the elderly, unemployed, widowed, displaced homemaker, rifed teacher, enrichment seekers, or the person seeking to reenter the working world or change career direction. To aid individuals in evaluating their needs, the Widening Opportunity Research Center (WORC), part of the Division of Community Services, offers one-to-one counseling, standardized testing, workshops on career and life planning, employment seeking skills and alternative careers, as well as the Venture Program for volunteers. Job training is designed to encourage confidence-building and competence. Part-time scheduling allows retraining for the underemployed, the re-entry woman or the career changer. Acquisition of occupational competency rather than over-specialization is stressed to avoid the need for constant retraining. Emphasis is on the needs of the adult student, rather than on the traditions and academic regulations. The WORC resource library contains printed materials on education, careers, employment, financial or legal aid, consumer news, and job listings. Other programs and activities are conducted by the Division of Community Services to provide adults with lifelong opportunities for learning. Among these are: LIVE, an internship program for women; Project HIRE, a job matching program designed for men and women over age 55; a speaker's bureau; a gerontology center; a weekly newspaper column; and 50 non-credit workshops and seminars.
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GRAND RAPIDS JUNIOR COLLEGE**MICHIGAN****COLLEGE INFORMATION**

Location:	Grand Rapids, MI		
Enrollment:	7,525		
Area:	Urban		
Characteristics of student population:	Status:	48% full-time 52% part-time	Age: 60% 18-25 years 40% over 25 years
	Family income:	5% less than \$5,000 25% \$5,000 to \$9,999 20% \$10,000 to \$14,999 40% \$15,000 to \$19,999 10% \$20,000 and over	Minority groups: 12% American Indian 8% Black 0% Oriental 1% Spanish Surname

PROGRAM INFORMATION

Program(s):	CARE (Career-Articulation-Reinforcement-Enterprise)
Populations served:	100% liberal arts and vocational/technical students
Number of staff conducting program(s) (full-time equivalents):	(3) faculty; (.5) administrator; (10) counselors
When established:	1976
Program-developed materials:	Career resource bulletin Career exploration course and outline
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	Andre Van Niekerk, Assistant Dean, College Services Grand Rapids Junior College 143 Bostwick, N.E. Grand Rapids, MI 49503 (616) 456-3789

Description of program(s): The Career Articulation Reinforcement Enterprise (CARE) was instituted at Grand Rapids Junior College in 1976. The program offers guidance for students who enter the college with no career commitment. Such students may choose either or both of the options below:

- Sign up for Education 100, a course in career exploration that takes the student through needs assessment, evaluation, decision-making skills, and skill application; and
- Spend a predetermined period of time in the career resource center to continue the process started above. In some cases the student merely uses the center to find pertinent information on the career areas in which he/she has an interest.

There is a constant flow of students from the counseling center to both the career resource center and the educational developmental center where free tuition is available. Faculty are involved in the process, monitoring student progress in the classroom. They also assist in counseling and advising. The system is one of total referral.

Internships are negotiated and arranged for with the local business and industrial community. In most instances students are paid for the work they perform; in some cases students get credit for the experiences if appropriate arrangements have been made.

ANOKA-RAMSEY COMMUNITY COLLEGE**MINNESOTA****COLLEGE INFORMATION**

Location:	Coon Rapids, MN		
Enrollment:	2,900		
Area:	Suburban		
Characteristics of student population:	Status:	43% full-time 57% part-time	Age: 59% 18-25 years 33% over 25 years
	Family income:	7% less than \$5,000 8% \$5,000 to \$9,999 *% \$10,000 to \$14,999 *% \$15,000 to \$19,999 *% \$20,000 and over *67% combined	Minority groups: *% American Indian *% Black *% Oriental *% Spanish Surname *less than 1% each group

PROGRAM INFORMATION

Program(s):	Career Development Program
Populations served:	70% liberal arts students; 30% vocational/technical students
Number of staff conducting program(s) (full-time equivalents):	(1) administrator; (4) counselors
When established:	1976
Program-developed materials:	Informational brochure
Availability of information and assistance:	Descriptive information available free; assistance available
Contact person(s):	Carlyle Davidson, Dean of Students Norman R. Nelson, Counselor Anoka-Ramsey Community College 11200 Mississippi Boulevard, N.W. Coon Rapids, MN 55433 (612) 427-2600
Description of program(s):	The career development program at Anoka-Ramsey Community College is a collection of experiences combining classroom, career center, orientation, and internship facilities. The program uses both existing and new facilities and services. An orientation session is held for new students arriving on campus. During this session, students learn about the information and services offered by the career development program. The career development center maintains files of standard occupational information such as the DOT, OOH, and <i>Career Briefs</i>, as well as books, pamphlets, college catalogs, college search publications, and microfiche services. A computer-based career resource system matches job characteristics with personal characteristics to produce an occupational prospect list. For each occupation there is a description, preparation, program of study, and school information. In addition, a cassette videotape deck allows students to view tapes on various topics, such as "Choosing a Career." The career development class offers two credits and is taught by counselors, the objective being to introduce students to career development techniques and materials, and to point out the effects of one's needs and values on career choice. The cooperative education department offers part-time work experience for one or two quarters in students' chosen career fields so they may realistically evaluate their career choices.

COLLEGE INFORMATION

Location: Fulton, MS

Enrollment: 2,355

Area:

Characteristics of student population:

Status: 70% full-time
30% part-time

Age: 70% 18-25 years
30% over 25 years

Family income: 20% less than \$5,000
20% \$5,000 to \$9,999
20% \$10,000 to \$14,999
30% \$15,000 to \$19,999
10% \$20,000 and over

Minority groups: 1% American Indian
15% Black
1% Oriental
1% Spanish Surname

PROGRAM INFORMATION

Program(s): EBCE (Experience-Based Career Education)

Populations served: 30% liberal arts and vocational/technical students

Number of staff conducting program(s) (full-time equivalents): (2) faculty; (1) administrator; (1) counselor; (1) on-site analyst

When established: 1976

Program-developed materials: Not available

Availability of information and assistance: Descriptive information and instructional materials available free; assistance available

Contact person(s): James Pettigrew, Cooperative Education Director
Itawamba Junior College
Fulton, MS 38843
(601) 862-3101

Description of program(s): Experienced-Based Career Education (EBCE) at Itawamba Junior College is an open-entrance, open-exit program for young adults: high school graduates; vocational, technical, and academic students; and high school dropouts. The program provides for on-site work experience, career exploration, current occupational information, and an individualized curriculum.

The orientation includes:

- a general orientation to career exploration
- testing (ability, aptitude, and interest inventories) to foster self-awareness and self-direction
- exploration of values
- an introduction to diverse occupations
- an introduction to resources that provide current occupational information
- an introduction to cooperative education

With the help of a learning coordinator, students explore one or more occupations, based on interests, aptitudes, abilities, values, and needs.

Young adults, whether enrolled at IJC or not, may arrange their weekly schedules to participate in EBCE. A minimum commitment of six hours per week is strongly encouraged.

Each student has periodic meetings with a learning coordinator, with the time used to plan student learning experiences and review student progress. Guidance services are also available to the student during this time.

ST. LOUIS COMMUNITY COLLEGE AT MERAMEC**MISSOURI****COLLEGE INFORMATION**

Location:	St. Louis, MO		
Enrollment:	9,998		
Area:	Suburban		
Characteristics of student population:	Status:	35% full-time 65% part-time	Age: 66% 18-25 years 33% over 25 years
	Family income:	14% less than \$5,000 11% \$5,000 to \$9,999 32% \$10,000 to \$14,999 28% \$15,000 to \$19,999 0% \$20,000 and over 15% no reply	Minority groups: *% American Indian 4% Black *% Oriental *% Spanish Surname *Total 3%

PROGRAM INFORMATION

Program(s):	Career Planning and Placement Center
Populations served:	Almost 100% liberal arts and vocational/technical students and faculty/administrators; 40% classified staff; almost 100% high school counselors
Number of staff conducting program(s) (full-time equivalents):	(1) faculty; (.25) administrator; (2) counselors; (.5) counselor intern; (.5) library technical assistant; (1.5) clerical and student assistant
When established:	Career information center opened in 1974; expanded as a career education model in 1976 using an outreach approach and adding placement
Program-developed materials:	CPPC publicity brochure The Montage career insert CPPC users' guides Brochures summarizing results of follow-up studies College transfer information sheets prepared by educational advisors CPPC NEWSLETTER (monthly publication)
Availability of information and assistance:	Descriptive materials available free; assistance available
Contact person(s):	Michael Rooney, Director of Counseling St. Louis Community College at Meramec 11333 Big Bend Boulevard St. Louis, MO 63122 (314) 966-7572
Description of program(s):	Meramec College's Career Planning and Placement Center (CPPC) is the "hub" around which career information, career counseling, job development/placement, and follow-up studies have been coordinated. CPPC assists students in: making career decisions; obtaining current labor market and career data; coping effectively with the job search process; and evaluating their experiences.

The CPPC is both a site and a vehicle for services. Counselors, interns, and placement personnel teach credit courses in career exploration/life planning skills, as well as decision-making and job search skills units in classes. The "Careers on the Move" project takes the CPPC onto campus.

At "CPPC Events of the Month" sessions, people from business/industry speak to students and faculty about their work; counselors interview workers on the job, placing their reports on tapes in the CPPC. The monthly newsletter is distributed to faculty and mailed to local high schools, colleges, and service clubs. Workshops and tours have provided information to more than 100 visitors. The recent acquisition of SIGI (System of Interactive Guidance and Information) and the Job Bank (Missouri Division of Employment Security) have broadened the services available.

COLLEGE INFORMATION

Location:	Lincoln, NE		
Enrollment:	1,851		
Area:	Urban		
Characteristics of student population:	Status:	56% full-time 44% part-time	Age: 63% 18-25 years 37% over 25 years
	Family income:	Not available	Minority groups: 3% American Indian 9% Black 1% Oriental 2% Spanish Surname

PROGRAM INFORMATION

Program(s):	Career Planning Center
Populations served:	100% vocational/technical students; 100% community service (non-registered clients)
Number of staff conducting program(s) (full-time equivalents):	(.25) administrator; (2) counselors; (1) clerical support
When established:	1977
Program-developed materials:	Curriculum guideline developed for career planning class
	Program brochure outlines new Career Exploration Program
	Informational brochure outlines services provided by Career Planning Center
	Abstracts and drafts of program development, curriculum materials, and career development processes
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	David Buettner, Campus Director Gerald Gruber, Director, Student Services Southeast Community College—Lincoln Campus P.O. Box 82107 Lincoln, NE 68501 (402) 474-1361

Description of program(s): The Career Planning Center at the Lincoln Campus of Southeast Community College began operation in September 1977, funded by a CETA grant. The overall goal of the Center is to allow adults an opportunity to identify and explore occupations, and to expose them to career information and planning processes so they will make intelligent career plans. The target group is both those adults who are seeking entry into the world of work and those who may be re-entering the labor force.

Experience in the admissions office indicates a great need for this service. Women re-entering the labor force, handicapped individuals, and disadvantaged persons, such as dropouts and older workers, have requested comprehensive career planning services, including diagnostic testing and career information and exploration.

The program serves adults age 18 and over, in school and out, who need both intensive and extensive occupational guidance prior to entering training and/or employment. Objectives of the program are: (1) to allow participants maximum opportunity for self-assessment, i.e., interests and aptitudes; (2) to broaden their knowledge of occupational opportunities through systematic career information systems; (3) to provide opportunities for hands-on career exploration through

Description of program(s):
(cont.)

mediated packages and community-based experiences; (4) to train them in career planning processes; and (5) to assist them in developing, executing, and following up a personalized career plan.

The center accepts referrals from all community agencies, as well as walk-ins resulting from college publicity. The length of the program varies according to the time needed by each participant.

Two new services have been added during the 1978-79 school year. The first is a forty-foot mobile career planning center designed to deliver the center's service throughout the college's fifteen-county service area.

The second new service is a series of actual hand-on experiences in a variety of occupational areas. Each experience, lasting approximately four hours, is designed to provide a set of activities representing the typical work done in the occupational area. Presently, nineteen different occupational areas have been developed ranging from drafting to fashion merchandising to business administration. These experiences are offered to any interested individual with the "try it you may like it" approach to selecting a career.

COLLEGE INFORMATION

Location:	Carson City, NV		
Enrollment:	2,447		
Area:	Suburban/rural		
Characteristics of student population:	Status:	12% full-time 88% part-time	Age: Not available
	Family income:	Not available	Minority groups: 1.5% American Indian 1% Black 1% Oriental 1% Spanish Surname

PROGRAM INFORMATION

Program(s):	Alternative Career Exploration
Populations served:	45% liberal arts students; 55% vocational/technical students; 100% liberal arts and vocational/technical faculty
Number of staff conducting program(s) (full-time equivalents):	(4) FTE faculty; (1.2) FTE administrators
When established:	1977
Program-developed materials:	Modification of Northwest Regional Educational Laboratories for EBCE
Availability of information and assistance:	Descriptive information and instructional materials available free; assistance available
Contact person(s):	Barbara Taylor, Project Coordinator W. Nevada Community College-South Campus 2201 W. Nye Lane Carson City, NV 89701 (702) 885-5070

Description of program(s): Experienced-based career education as practiced at Western Nevada Community College/South is designed for students who are undecided on a career or are considering a mid-career change. Students in the Alternative Career Exploration Program (ACE) have the opportunity to experience, without pay, several occupations firsthand.

The community serves as the classroom for students examining various fields of work. Students are placed at job sites of their choice to observe and investigate actual work situations. Internships follow the career explorations when the students elect to return to a specific site for a more in-depth learning situation.

Learning managers work on an individual basis with students to identify their interests and abilities and to negotiate their learning goals. Students may enroll for one to six credits per semester. This requires five to fourteen hours a week in the community at various learning sites and one to three hours weekly in a seminar. Content covered during the seminar period includes: a general orientation to career education; self-awareness and self-direction; exploration of values; information and orientation to non-traditional occupations (elimination of sex bias in occupations); and introduction to current occupational information. The remaining time is spent in consultation with the learning manager and in individual study.

ACE satisfies part of the required elective credit for the Associate in Applied Science and Associate in General Studies degrees. Students who would benefit from career exploration are encouraged to enroll in ACE.

**NEW HAMPSHIRE VOCATIONAL TECHNICAL COLLEGE —
CLAREMONT CAMPUS**

NEW HAMPSHIRE

COLLEGE INFORMATION

Location:	Claremont, NH		
Enrollment:	345		
Area:	Rural		
Characteristics of student population:	Status:	97% full-time 3% part-time	Age: 70% 18-25 years 30% over 25 years
	Family income:	4% less than \$5,000 20% \$5,000 to \$9,999 30% \$10,000 to \$14,999 40% \$15,000 to \$19,999 6% \$20,000 and over	Minority groups: .33% American Indian .75% Black 0% Oriental 0% Spanish Surname

PROGRAM INFORMATION

Program(s):	Special Services Programs: Vestibule Program and Specific Skills Training Program
Populations served:	Blind, cerebral palsy, deaf, learning disabled, physically handicapped, vision impaired, and hearing impaired students
Number of staff conducting program(s) (full-time equivalents):	(6.5) faculty; (1) administrator; (1) counselor
When established:	1972, by action of New Hampshire State Board of Education
Program-developed materials	Series of exploratory courses covering 20 vocational areas offered in the voc-tech system Slide-tape unit for introducing college faculty to the special needs students
Availability of information and assistance:	Descriptive information available free; instructional materials available at cost; assistance available
Contact person(s):	Arthur G. Jillette, Jr., Dean, Special Services New Hampshire Vocational Technical College Claremont Campus Hanover Street Extension Claremont, NH 03743 (603) 542-7744

Description of program(s):	There are two special services programs available at Claremont to meet the needs of handicapped students who are not otherwise qualified for enrollment in the regular degree and diploma programs of the vocational-technical college system. Both of these programs provide remedial level instruction to give the handicapped student an opportunity to upgrade academic and/or career skills. The Vestibule Program is designed to meet the needs of the handicapped student who has not decided upon a career area for study. For the most part, students attend special classes taught by instructors trained to work with handicapped students. The program is self-contained and normally follows a 41-week training sequence spread over a one-year period. Students are given an opportunity to explore a variety of career training areas for the purpose of making a definite choice for employment or further study. Along with the career exploration activities, students are enrolled in remedial academic groups in language, math, and science skills.
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Description of program(s):
(cont.)

The Specific Skills Training Program is designed to meet the needs of the handicapped student who has decided upon an area for career study, but lacks the academic background to be fully mainstreamed in the regular diploma or degree programs of the vocational-technical college system. The Specific Skills Training Program uses the partial-mainstreaming design. Some classes are taught by instructors trained to work with the handicapped student. At other times, a student is mainstreamed in specific college level career training courses with concurrent supportive activities provided by the special services program. The Specific Skills Training Program normally follows a 77-week training sequence spread over a two-year period.

Both the Vestibule and Specific Skills Training Programs require a student to attend a five-week orientation and evaluation program during the summer preceding his/her first full term of attendance at the college. The summer program provides a student an opportunity to get to know the college and the community. It also provides the student and the staff an opportunity to evaluate academic and career skills, interests, and aptitudes so that the most meaningful individualized course of study may be designed for the student.

COLLEGE INFORMATION

Location:	Lincroft, NJ		
Enrollment:	9,330		
Area:	Suburban		
Characteristics of student population:	Status: 31% full-time 69% part-time	Age: 52% 18-25 years 48% over 25 years	
	Family income: Not available	Minority groups: .1% American Indian 6.3% Black 1% Oriental 1.6% Spanish Surname	

PROGRAM INFORMATION

Program(s):	1) Career Services Center 2) Student Development Specialists 3) The Career Clinic 4) Women's Center 5) CETA Projects
Populations served:	Almost 100% vocational/technical students; 100% community
Number of staff conducting program(s) (full-time equivalents):	(15) faculty; (4) administrators; (8.5) counselors; (8) paraprofessionals (includes all programs)
When established:	1) 1971 2) 1977 3) 1975 4) 1974 5) 1976
Program-developed materials:	1) Co-op handbook and publicity materials Vocational exploration objectives Career planning guide Employment Training - Career (ETC) Telephone information center and orientation materials 2) In-service training manuals and materials for counselors' use 3) Career Clinic application and survey Career Clinic brochure Lists of tests used Program rationale 4) Not available 5) Not available
Availability of information and assistance:	1) Descriptive information and instructional materials available at cost; assistance available 2) Assistance available 3) Descriptive information and instructional materials available free; assistance available 4) Assistance available 5) Assistance available
Contact person(s):	1) Harvey Schmelter, Director for Career Services 2) Duncan F. Circle, Dean of Student Development 3) Arnold F. Gelfman, Director of Testing Services 4) Norma Klein, Director Reva Shapiro, Coordinator 5) Michael J. Costaris, Project Leader, Youth Employment Project Brookdale Community College 763 Newman Spring Road Lincroft, NJ 07733 (201) 842-1900

Description of program(s):

- 1) The Career Services Center at Brookdale Community College was established in 1971 to develop a comprehensive and systematic career education program for matriculating students and the community at large. In an effort to meet its goal, the center has been charged with the following responsibilities:
 - implementing the collegewide cooperative education program;
 - providing full- and part-time job placement services for students and the community;
 - implementing job location and development program;
 - coordinating the college's transfer placement program;
 - collaborating with the admissions office to provide career assistance to potential Brookdale Community College students;
 - developing a multi-media job, career, and transfer information resource (including a computer-based guidance and job bank service) for students and community members;
 - providing inservice training to faculty in developing and implementing career exploration objectives in their courses;
 - providing resources and programs for the college's student development specialists in becoming more effective career counselors;
 - developing close working relations with high school guidance counselors from the sending districts;
 - coordinating and monitoring the college's career program advisory committees; and
 - coordinating the college's manpower studies to determine the feasibility of new career programs.

To accomplish these goals, effective working relationships and resources have been established in conjunction with community agencies as well as the New Jersey Job Service and the local chapter of Service Corps of Retired Executives (SCORE).

Career Services and the local CETA program have combined resources to establish the Employment Training and Career Telephone Clearinghouse (ETC), a service that enables residents to call for information about jobs, education, career opportunities, etc.

The Career Services staff continues to involve local high schools in center activities. Programs such as project CATCH encourage high school students to use center resources in completing career assignments.

- 2) Brookdale's student development specialists (counselors) develop individual program plans with all degree-seeking students each semester. Based upon the career objectives of the student, the plan includes credit courses, non-credit groups, and other activities the student will pursue related to educational and career choices. A full range of career and psychological tests are available for administration and interpretation to regularly enrolled students. Nondegree-seeking students also have complete counseling services available to them upon request.

Student development activities include:

- AWARE (Active Women Are Returning to Education), an umbrella title for orientation, counseling, and career decision-making services available to women returning to college;
- SAGE (Senior Adults Growing Educationally), a group of older adults, who meet regularly for social and educational purposes; and
- In-Service Training for High School Counselors, an activity conducted in previous years, which led to the development of a book entitled, "A Compendium of Career Decision-Making Activities."

**Description of program(s):
(cont.)**

- 3) Brookdale's Career Clinic is a non-profit, self-sustaining career and educational counseling and testing program for the community. Prospective clients complete an application, which is reviewed by clinic administrators to determine whether the clinic's services can be of benefit. If the client is accepted, he/she meets with a clinic counselor. On the basis of this interview and the information contained in the application, a testing battery is constructed in the areas of aptitudes, abilities, values, interests, and personality characteristics. Following the testing, which takes about fifteen hours, the tests are scored and analyzed. Then the counselor meets again with the client, reviews the results of the tests, and assists the client in creating a "Career Plan of Action," which details those careers that the client is both capable of entering (perhaps with some training), and which would be most satisfying to him/her. Finally, the counselor writes a report that reviews the test scores and summarizes the career plan, which is sent to the client.

The client population consists of high school students who wish to refine their career and educational goals, men and women who plan to change careers, and women who are reentering the job market.

- 4) The Women's Center at Brookdale provides services to women who want to plan effectively for the future. Some of the services include:
- On-site counseling—Volunteer counselors aid women in understanding experiences, values, capacities, and interests, and to use the information they obtain in planning career or educational goals.
 - Outreach counseling—Through a grant from the Junior League of Monmouth County, a corps of League volunteers will be trained to provide career and education information services to women at centers in their local communities.
 - Programs and workshops—These focus on awareness, identifying skills, decision-making, résumé writing, job hunting techniques, mid-life crisis, divorce, etc.
 - Outreach programs—These include: "Women's Center Comes to Your Town" presented at public libraries to supply information on jobs, training, community resources, etc.; workshops for low-income or handicapped women who cannot come on campus; and workshops in public schools, which provide information for parents, especially mothers, to assist their daughters with career exploration and educational planning.
 - Resource library—Contains self-guidance materials dealing with life-planning, careers, education, health, marriage and family, and other areas of special interest to women.
- 5) CETA Projects include:
- Out-of-School Youth—For the past two years, the Student Development staff has provided services to the Out-of-School Youth program, including training CETA employed outreach counselors who help place youth, locate unsubsidized jobs, and provide career guidance services, testing, and assessment through the college career center. The program is funded through Title I of CETA.
 - YEDPA (Youth Exemplary Demonstration Program Act)—The Youth Employment Demonstration project coordinates several programs to make a general impact on youth unemployment. Parents, peer counselors, retired executives who serve as volunteers, and others reach out to 8,750 young people in five area high schools with the broadest possible array of counseling and placement programs. While the individual parts of these programs are not unique, the idea of putting them together is. The project includes a mobile job information center, training of parents in career planning, and computerized job information.

COLLEGE INFORMATION

Location:	Pemberton, NJ		
Enrollment:	6,151		
Area:	Suburban		
Characteristics of student population:	Status: 25% full-time 75% part-time	Age: 37% 18-25 years 63% over 25 years	
	Family income: Not available	Minority groups: .5% American Indian 12.6% Black 1.2% Oriental 2.2% Spanish Surname	

PROGRAM INFORMATION

Program(s):	Career Planning and Student Development Center
Populations served:	55% transfer curriculum students; 45% career programs students
Number of staff conducting program(s) (full-time equivalents):	(7) counselors; (3) paraprofessional counselors; (1) administrator
When established:	1969
Program-developed materials:	Publicity brochures Monthly "Decisions" brochure Career Planning Workshop Course Seminars Career modules
Availability of information and assistance:	Information and assistance available

Contact person(s):	Douglas A. DeVoll, Associate Dean for Student Development Burlington County College Pemberton-Browns Mills Road Pemberton, NJ 08068 (609) 894-9311 x341
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Description of program(s):	The Career Planning and Student Development Center at Burlington County College encompasses a career planning center, career counseling, a career placement office, and a cooperative education program.
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The career planning center provides a variety of resources and counseling support to meet the needs of students and members of the community. The resources of the center include: tools for self-assessment, career exploration, and educational and vocational planning and decision making. A collection of reference materials, such as books, pamphlet files, company literature files, college catalogs for transfer institutions, vocational biographies, and the college and occupational view decks are available in the center. Assistance in using these materials is provided as well.

College counselors teach two courses, "Personal Growth Seminar" and "Career Planning Workshop." These three-credit courses are an important extension of the career counseling component at the college. In addition, counselors conduct skill identification and assertion training seminars.

A wide variety of instruments and inventories is available at the center to assist students in their self-assessment, career and life planning. Students interested in career counseling and testing make appointments with a counselor. In the session with the counselor, a student's career counseling needs are determined and an appropriate program is initiated.

Description of program(s):
(cont.)

A program entitled "Explore" is offered to county residents seeking a comprehensive but personalized method of planning a career. "Explore" includes counseling and testing, credit and non-credit courses, interview techniques, self-image analysis, and an orientation to the career planning center.

The college's career placement office provides a full program of assistance to students and graduates. One of the main objectives of the office is to expose students to as many job opportunities as possible. Posted listings provide access to both part- and full-time positions. Students in need of employment are encouraged to visit the office, meet with the staff, and file a placement registration form. The office also serves as an on-campus site for the New Jersey State Employment Service, providing students with access to many job openings in Burlington County and throughout the state.

The career placement office maintains a close liaison with the career counselors at the career center to provide further assistance to students who are not sure which job to pursue.

An annual "Career Day" is held on campus, when many local employers are present to recruit part-time and full-time employees.

COLLEGE INFORMATION

Location:	Poughkeepsie, NY		
Enrollment:	5,995		
Area:	Urban		
Characteristics of student population:	Status:	46% full-time 54% part-time	Age: Not available
	Family income:	Not available	Minority groups: Not available

PROGRAM INFORMATION

Program(s): Adult Career and Education Counseling Center

Populations served: Available to community and students of surrounding colleges/universities

Number of staff conducting program(s) (full-time equivalents): (1) director; (2) staff counselors; (1.5) staff facilitators/counselors; (1) secretary; consultants from area educational and vocational organizations

When established: 1979

Program-developed materials: Career and Education Exploration Module manual
Informational brochure
Brochure of programs

Availability of information and assistance: Descriptive information available free; assistance available

Contact person(s): Gloria D. Rutgers, Director
Dutchess Community College
Adult Career and Education Counseling Center
319 Mill Street
Poughkeepsie, NY 12601
(914) 471-8085

Description of program(s): The Adult Career & Education Counseling Center is a community-based program designed to provide adults in the Mid-Hudson Region multiple resources in career and education exploration in a centrally located facility.

Programs of the Center include:

- Workshops, seminars, and courses designed to meet community and client needs from young adults through pre-retirement
- Individual counseling sessions
- Testing and evaluation services
- Referral service to persons in education, career placement, and personal counseling
- Admissions and academic counseling with area college personnel
- Career and Education Exploration Module—a ten-week basic program providing group and individual sessions
- Resource library of educational and career opportunities, job search skills, life-planning materials, and contacts
- Career nights highlighting specific career clusters
- Connections with the information and referral line for assistance through community agencies
- Contract programs for groups designed according to need, including preparation for employment, job search skills, career planning and decision-making, communication skills, pre-retirement planning, etc.
- Open information sessions about the programs of the Center.

COLLEGE INFORMATION

Location:	New York, NY		
Enrollment:	327		
Area:	Urban		
Characteristics of student population:	Status:	79% full-time 21% part-time	Age: 98% 18-25 years 2% over 25 years
	Family income:	Not available	Minority groups: 1% American Indian 9% Black 5% Oriental 3% Spanish Surname

PROGRAM INFORMATION

Program(s):	Career Information Center
Populations served:	100% vocational/technical students; 100% liberal arts and vocational/technical faculty; 15% administrators; alumni and public
Number of staff conducting program(s) (full-time equivalents):	(1) faculty member; (1) assistant
When established:	1978, through a federal VEA grant
Program-developed materials:	Handouts describing job hunt techniques and entry level jobs Brochure for all majors describing personal characteristics and entry level jobs Bibliography of career resources available within the Institute Video-interviews with working alumni (in development stage) Multi-media course on job-getting skills (in development stage) Career Information Center users' guide (in development stage) Annotated bibliography of Institute reference collection (in development stage)
Availability of information and assistance:	Descriptive information available free
Contact person(s):	Catherine Hamlet, Coordinator, Career Information Center Fashion Institute of Technology 227 West 27 Street, Room B216 New York, NY 10001 (212) 760-7654 or 760-7695 x46

Description of program(s):

The Career Information Center of the Fashion Institute is an extension service of the placement office. Prior to the initiation of the career center, there was no central resource which could provide career information for the major areas of study offered at the Institute: advertising design, display and exhibit design, illustration, photography, fashion design, interior design, jewelry design, textile design, fine arts, advertising and communications, cosmetics marketing, fashion buying and merchandising, management engineering technology, patternmaking technology, textile technology, and menswear design and marketing. Development of a career information center was deemed a practical way to maintain quality, scope, and individualization of service to an ever-expanding student body.

The goal of the Career Information Center is to provide a centralized source of information about the fashion industries. Through use of the center, both students and alumni have the opportunity to be prepared for job-seeking and subsequent survival on the job.

Being a reference collection, the center is located in the library in a comfortable reading room. It is designed to help users formulate career plans and make intelligent, informed choices. A coordinator and assistant are available during posted hours to suggest research programs suited to individual students' needs.

The center's primary audience is a young student body with strong career direction. As an on-going evaluation method, feedback is elicited from students, placement counselors, and faculty on quality, clarity, and usefulness of information and materials in the center.

COLLEGE INFORMATION

Location:	Long Island City, NY		
Enrollment:	6,117		
Area:	Urban		
Characteristics of student population:	Status:	90% full-time 10% part-time	Age: 70% 18-25 years 30% over 25 years
	Family income:	15% less than \$5,000 20% \$5,000 to \$9,999 30% \$10,000 to \$14,999 30% \$15,000 to \$19,999 5% \$20,000 and over	Minority groups: 0% American Indian 30% Black 6% Oriental 25% Spanish Surname

PROGRAM INFORMATION

Program(s):	1) Career Resource Center 2) Career-Related Work Experience Opportunities for All Students 3) Collaboration with the Business, Labor, Industrial Community 4) T.A.R. Program (Teaching-Application-Reinforcement) 5) Career Educational Network in Western Queens				
Populations served:	1) 80% liberal arts and vocational/technical students; 20% liberal arts and vocational/technical faculty; 5% administrators; 100% counselors 2) 20% liberal arts students; 80% vocational/technical students 3) 20% liberal arts students; 80% vocational/technical students 4) 100% liberal arts and vocational/technical students 5) Not available				
Number of staff conducting program(s) (full-time equivalents):	1) (20) faculty; (1) administrator; (14) counselors; (10) business/industry/labor personnel 2) (4) administrators; (7) business/industry/labor personnel; (21) cooperative education coordinators 3) (10) faculty; (8) administrators; (3) counselors; (25) business/industry/labor personnel; (22) cooperative education coordinators 4) (100) faculty; (9) administrators; (20) cooperative education coordinators 5) (15) faculty; (3) administrators; (4) counselors				
When established:	1) 1971	2) 1971	3) 1974	4) 1976	5) 1975
Program-developed materials:	1) "A Guide to Successful Career Planning," a structured workbook to introduce freshmen to career exploration process, including a computer search and Ann Roc's Occupational Classification System "A Faculty Guide to Career Education" listing helpful career resources 2) Descriptive brochures, including media write-ups of programs Curricula-syllabi for the career educational cooperative education internship seminars—Work Values, Job Satisfaction, The Reality of Your Career Choice 3) Literature and media reprints describing collaborative efforts 4) New textbooks for introductory courses which incorporate program concepts Field manual which structures internship observations for presentation and review in the coop seminars 5) "Decision-Making Curriculum" for the local elementary schools, related to programs and services at the college Curriculum and workbook on "Introduction to the World of Work," "Coping Skills," and "Value Identification"				
Availability of information and assistance:	1) Descriptive information available free; instructional materials available at cost 2) Descriptive information available free; instructional materials available at cost 3) Descriptive information and instructional materials available free 4) Descriptive information and instructional materials available at cost 5) Descriptive information available free; instructional materials available at cost; assistance available				

Contact person(s):

- 1) Jeffrey Kleinberg, Associate Dean, Student Services
- 2) H. N. Heinemann, Dean, Division of Cooperative Education
Irwin Feifer, Assistant Dean for Program Development
- 3) H. N. Heinemann
- 4) Irwin Feifer
Jeffrey Kleinberg
- 5) Jeffrey Kleinberg
Irwin Feifer
LaGuardia Community College
31-10 Thomson Avenue
Long Island City, NY 11101
(212) 626-8568

Description of program(s):

LaGuardia Community College's Career Resource Center, the focal point for many of the career education programs and services at the college, has served more than 800 students, faculty, and community residents since July 1976.

As part of an extensive orientation and advisement program offered to all students, freshmen have the opportunity to evaluate the appropriateness of their majors and begin to explore and plan for their careers. An advisement team consisting of a student services counselor, a cooperative education coordinator, and a faculty advisor conduct career assessment sessions on a weekly basis and prepare students for visiting the Career Resource Center. Using a workbook, students identify realistic and appropriate career possibilities and research them through a variety of resources: a computer retrieval system, printed materials, trained peer counselors.

Students return to the Center three months later as a required part of a cooperative education seminar. This seminar is offered concurrent to the student's first full-time work internship and focuses on the nature of opportunities available at work. A later seminar deals with work values and students again use the Center.

Other Career Resource Center users are referred by classroom teachers as a course assignment, by local elementary and junior high faculty, and by community-based counselors.

A related program features career simulation—LaGuardia calls them "career samples"—and these exercises are housed in college laboratories or other equipped facilities.

Since it opened six years ago, LaGuardia has required all day-session students to spend three out of eight quarters as interns in full-time work (usually paid). Interspersed with quarters of full-time study, the internships are three different jobs in the same field for students who have chosen a career, and jobs in three different fields for those who have not.

During their first internship quarter, students attend weekly evening seminars that systematically integrate their experiences with one of several earlier introductory courses. In those earlier courses, the regular concepts and skills are Taught and Applied and Reinforced (T.A.R.) during their internship experiences.

All introductory courses—both liberal arts and career—have been "TARRED." For example, Introduction to Philosophy: Freedom and Human Action analyzes the concept of freedom. In their first internship quarter, students keep a journal on such questions as: Are work and freedom compatible? They end each week in an evening seminar (Individual Freedom and Work Experience) where they discuss their journal entries with other students. Similarly, Introduction to Data Processing acquaints students with the organization and working conditions in data processing departments, teaches survival and promotion skills, and presents career ladders in the field. In their first internship quarter, these students observe and analyze the work of personnel in a data processing department by developing an organizational flow chart indicating lines of responsibility. They also participate in weekly seminar sessions to discuss their analyses.

Beginning with the office of the president and the division of cooperative education at LaGuardia, coordinated efforts toward enhanced collaboration with business, labor, and industrial segments have continually evolved. These efforts range from

**Description of program(s):
(cont.)**

the recently established Industry-Education Council (comprised of LaGuardia administrators and key policy makers of the industrial community) to the 400+ firms participating in the college's comprehensive cooperative education program.

LaGuardia's cooperative education program provides full-time credit-bearing internships for all its 3,500 day students, each of whom is required to take three internships for nine credits as a requisite for the A.A. degree. The program is defined operationally as the reality-test vehicle of the career education components provided by the other divisions of the college; namely, career exploration and the teaching of career education concepts and skills in the classroom. For example, a student takes the required Introduction to Co-Op preparatory course prior to his/her first internship and is required to take a career development seminar in the evening, concurrent with each of his/her three internships. Beyond job tasks, the program uses the work setting as a meaningful arena for assessing the applicability of concepts learned in the classroom (the T.A.R. approach).

Through a network in western Queens, LaGuardia has developed working relationships with other schools in the area to correlate career education programs offered.

Articulation agreements have been established between the college and cooperative education high schools. In conjunction with high school staff, LaGuardia developed a curriculum on "The World of Work," "Coping Skills," and "Values Identification." Students who complete the courses and related internships are awarded three advanced-standing credits by the college.

Working with local elementary schools, LaGuardia has developed a curriculum on decision-making that uses the resources of the college. Classroom activities, which include role-playing and educational games, plus field visits to the college campus are helping to bridge the gap between the early and late years of schooling.

COLLEGE INFORMATION

Location:	Utica, NY		
Enrollment:	7,645		
Area:	Urban		
Characteristics of student population:	Status:	40% full-time 60% part-time	Age: 95% 18-25 years 5% over 25 years
	Family income:	40% less than \$5,000 27% \$5,000 to \$9,999 19% \$10,000 to \$14,999 12% \$15,000 to \$19,999 2% \$20,000 and over	Minority groups: .1% American Indian 2% Black .3% Oriental .3% Spanish Surname

PROGRAM INFORMATION

Program(s):	Women in Science and Technology Workshop Career Exploration for Women
Populations served:	5% liberal arts students; 80% vocational/technical students; 15% re-entry women students; high school faculty
Number of staff conducting program(s) (full-time equivalents):	(8) faculty; (1) administrator
When established:	1977
Program-developed materials:	Descriptive pamphlet Poster
Availability of information and assistance:	Descriptive information available free; instructional materials available at cost; assistance available
Contact person(s):	Carol D. Young, Director of Women's Programs Mohawk Valley Community College 1101 Sherman Drive Utica, NY 13501 (315) 792-5524

Description of program(s): Women from local high schools, colleges, businesses, and the community were invited to attend the first annual Women in Science and Technology Workshop sponsored by Mohawk Valley Community College.

The Workshop's objective was to stimulate women's interest and understanding in scientific and technological careers by (1) providing role models of successful women scientists and technicians; (2) reinforcing an appreciation of math and computers as key tools for entry into those careers; and (3) giving information on preparation for those careers.

Guest speakers included the college president, a technical placement counselor from Kodak, and a mathematician. Several one-hour sessions were offered during the day, and participants could choose to attend a computer workshop, math workshop, or three different panels composed of career women.

The computer workshop gave participants a hands-on introduction to a simple computer program, while the math workshop covered some fundamental concepts with games and exercises. Panelists were chosen for their potential as positive role models on diverse educational and professional levels. Descriptive career pamphlets and college catalogs were available in informational displays.

Mohawk Valley Community College also offers a six-week course geared to women who want to explore actively new career possibilities. Entitled "Career Exploration for Women," the course examines life-planning, decision-making, values clarification, and job hunting.

COLLEGE INFORMATION

Location:	Sanborn, NY		
Enrollment:	3,888		
Area:	Suburban/Rural		
Characteristics of student population:	Status:	62% full-time 38% part-time	Age: 65% 18-25 years 35% over 25 years
	Family income:	5% less than \$5,000 15% \$5,000 to \$9,999 30% \$10,000 to \$14,999 40% \$15,000 to \$19,999 10% \$20,000 and over	Minority groups: 2% American Indian 10% Black 0% Oriental 0% Spanish Surname

PROGRAM INFORMATION

Program(s):	Career Search Center
Populations served:	100% community adults
Number of staff conducting program(s) (full-time equivalents):	(1) administrator; (2) counselors; (1) technical aide
When established:	1975
Program-developed materials:	Brochures Posters/signs for display purposes
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	John F. Hoffman, Career Counselor Niagara County Community College 223 Ranch Trail, West Williamsville, NY 14221 (716) 688-7343

Description of program(s):

The Career Search Center, established at Niagara County Community College in 1975, is housed in the counseling center. Two counselors and one technical aide provide a complete range of counseling and referral services. The objectives of the Career Search Center are:

- To provide the adult citizens of the county professional diagnostic and referral counseling services related to career planning, career decision-making, job opportunities, and job placement.
- To compile and disseminate career information job profiles and job trends on the regional and national levels.
- To provide much needed continuity and a capstone for the K-12 career education projects by fostering career development, both in theory and practice, for all adults throughout their lifetimes.

It is generally agreed among psychologists of vocational choice that prior to actual job placement and successful work performance one must engage in several essential internal processes: clarifying one's values, setting appropriate career goals, enhancing feelings of self-worth, and seeking out career information. Such processes are often unrecognized or ignored among people entering the labor market for the first time or re-entering the market after a job change. The Center will be primarily involved in making people aware of and identifying these internal processes so they will be better equipped to make intelligent and realistic career choices.

SCHENECTADY COUNTY COMMUNITY COLLEGE**NEW YORK****COLLEGE INFORMATION****Location:** Schenectady, NY**Enrollment:** 2,672**Area:****Characteristics of student population:****Status:** 32% full-time
68% part-time**Age:** 54% 18-25 years
46% over 25 years**Family income:** 7% less than \$5,000
38% \$5,000 to \$9,999
12% \$10,000 to \$14,999
31% \$15,000 to \$19,999
12% \$20,000 and over**Minority groups:** .6% American Indian
3.7% Black
.9% Oriental
1.1% Spanish Surname**PROGRAM INFORMATION****Program(s):** Cooperative Education**Populations served:** 100% liberal arts and vocational/technical students**Number of staff conducting program(s) (full-time equivalents):** (3) faculty; (1) administrator; (2) part-time personnel**When established:** 1973**Program-developed materials:** "Cooperative Education: An Employer's Guide" containing information for co-op employers concerning the college's co-op program, academic calendars, and student course descriptions
"Cooperative Education: A Student's Handbook" containing information for students on mechanics and policies of the college's co-op program
Information to assist co-op graduates with permanent placement**Availability of information and assistance:** Descriptive information and instructional materials available at cost; assistance available**Contact person(s):** Doris L. Eder, Dean of Faculty
Albert M. Demont, Acting Director of Cooperative Education
Schenectady County Community College
Schenectady, NY 12305
(518) 346-6211 x250**Description of program(s):** Schenectady County Community College is committed to the concept of cooperative education—students alternating between periods of full-time study and full-time work. Students are required to complete successfully two 13-week co-op experiences in full-time paid employment.

The program has three primary objectives:

- The college believes students should have the opportunity to test the world of work early in their careers, thus interrupting their long span of study and bringing them into contact with colleagues who have different philosophies, who have had diverse experiences, and whose ages vary from those of the students.
- The college seeks to provide a basis upon which the students may evaluate the appropriateness of their chosen careers through actual work experience, before they have invested significant amounts of time and money in formal study.
- The college believes that a successful work experience can be a strong motivational factor for students returning to college, if the experience has helped to make clear the relationship between courses of study and work involved in the students' chosen careers.

BEAUFORT COUNTY TECHNICAL INSTITUTE**NORTH CAROLINA****COLLEGE INFORMATION**

Location:	Washington, NC		
Enrollment:	1,000		
Area:	Rural		
Characteristics of student population:	Status: 47% full-time 53% part-time	Age: 53% 18-25 years 47% over 25 years	
	Family income: 35% less than \$5,000 45% \$5,000 to \$9,999 15% \$10,000 to \$14,999 4% \$15,000 to \$19,999 1% \$20,000 and over	Minority groups: .001% American Indian 28.2% Black .004% Oriental 0% Spanish Surname	

PROGRAM INFORMATION

Program(s):	Career Development Center; Career Day Program
Populations served:	100% liberal arts and vocational/technical students and faculty
Number of staff conducting program(s) (full-time equivalents):	(2) counselors
When established:	1977
Program-developed materials:	Not available
Availability of information and assistance:	Descriptive information available free; assistance available
Contact person(s):	F. H. Mebane, Director of Special Services Beaufort County Technical Institute P.O. Box 1069 Washington, NC 27889 (919) 946-6194

Description of program(s): Career days are scheduled during the winter and spring quarters at Beaufort County Technical Institute. On these days, representatives from institutions, industries, and the armed services are invited to the campus to supply students with information and to answer their questions about career opportunities.

Talking with these representatives gives the students a better understanding of what is expected from a potential employee in different job situations. In addition, faculty members are made aware of job openings and of requirements for entering specific occupations, and can assist with the transition from student to qualified employee.

A staff member from the Institute works with the visiting employers to compile an inventory of facts that will help students understand the objectives and operation of the company. When completed, the fact sheets are filed in the career development center for use by students who may have missed career day or for reference by students who may later enroll.

After each career day, a follow-up questionnaire is mailed to participating companies. Results of the completed questionnaires help Institute staff determine the effectiveness of the event to both students and businesses. Some of the items on the questionnaire are: How many students did you employ? How many students completed applications? Would you return next year for career day? A student survey is also incorporated into the evaluation process.

COLLEGE INFORMATION

Location:	Morganton, NC		
Enrollment:	1,499		
Area:	Rural		
Characteristics of student population:	Status: 48% full-time 52% part-time	Age: 57% 18-25 years 43% over 25 years	
	Family income: Not available	Minority groups: 0% American Indian 7.6% Black .1% Oriental 0% Spanish Surname	

PROGRAM INFORMATION

Program(s):	Career Development Center
Populations served:	Available to 100% liberal arts and vocational/technical students; 65% entering students; 20% public schools and community
Number of staff conducting program(s) (full-time equivalents):	(2.5) counselors; (.5) administration
When established:	1978, with support of state funds and Kellogg and Exxon grants
Program-developed materials:	Individualized career education modules Audiovisual presentation Information brochures Course objectives and descriptions Career library Library of video-cassettes filmed in local business and industries
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	Richard Morgan, Director of Career Development Program Student Development Center Western Piedmont Community College Morganton, NC 28655 (704) 437-8688 x2231

Description of program(s):

Searching for ways to meet the challenges of student recruitment, retention, and redirection, the student development staff of Western Piedmont Community College prepared a model for career development. The model is based on Dewey's premise that education for both liberal arts and vocational students is a process of learning skills for a broad-based "work of life" and encompasses goals common to student development in assisting individuals in building self esteem and in developing potential. The model attempts to provide a framework for combining an interactive process of academic advising with explorations of career and life goals.

The model incorporates features of traditional faculty advising with the more personalized assistance available from the Career Development Center's counselors and peer counselors. The center provides a space where undecided or special students can explore academic and career goals while working toward general education or developmental studies requirements. Students needing extra assistance because of academic probation or special reinforcement as they contemplate career or midlife changes are target populations of the center.

Recognizing a need for career information in the public schools, the staff developed audiovisual presentations suitable for use in junior high schools. These serve as excellent tools for recruiting and college promotion. Students with no defined career goals are invited to participate in group activities, enroll in career development courses, or individually evaluate career goals and establish a plan of action.

WILSON COUNTY TECHNICAL INSTITUTE**NORTH CAROLINA****COLLEGE INFORMATION**

Location:	Wilson, NC		
Enrollment:	1,216		
Area:	Urban		
Characteristics of student population:	Status:	47% full-time 53% part-time	Age: 28% 18-25 years 72% over 25 years
	Family income:	34% less than \$5,000 29% \$5,000 to \$9,999 19% \$10,000 to \$14,999 18% \$15,000 to \$19,999 0% \$20,000 and over	Minority groups: 0% American Indian 32% Black 0% Oriental 0% Spanish Surname

PROGRAM INFORMATION

Program(s):	Occupational Evaluation Center
Populations Served:	30% vocational/technical students; community referrals and special students
Number of staff conducting program(s) (full-time equivalents):	(2) counselors
When established:	1974
Program-developed materials:	Packaged materials are currently used. Development of career materials is expected to be an integral part of the program.
Availability of information and assistance:	Descriptive materials and instructional materials available free; assistance available on limited basis
Contact person(s):	Rufus S. Swain, Dean of Instruction Mike Maclaga, Occupational Counselor Wilson County Technical Institute 902 Herring Avenue Wilson, NC 27893 (919) 291-1195
Description of program(s):	The Occupational Evaluation Center was originally established at Wilson County Technical Institute to provide work sample evaluations to disadvantaged, handicapped, unemployed, and underemployed persons. The scope of the program has been expanded to include exploratory and evaluative experiences, such as work sample evaluations, career information, testing, and counseling services to all community members. Most clients have little or no vocational information and lack direction. Through methods outlined above, information and counseling services help clients make appropriate career decisions. Community involvement includes support from such agencies as Vocational Rehabilitation, Opportunities Industrialization Center, Migrant and Seasonal Farmworkers Association, Wilson-Greene Mental Health Center, Job Service, Human Resources Development, local high schools, and veterans' programs.

COLLEGE INFORMATION

Location:	Wahpeton, ND		
Enrollment:	3,354		
Area:	Rural		
Characteristics of student population:	Status:	97% full-time 3% part-time	Age: 85% 18-21 years 15% over 21 years
	Family income:	42% less than \$10,000 58% over \$10,000	Minority groups: .05% all minorities

PROGRAM INFORMATION

Program(s):	1) OJT Work Experience 2) Placement and Career Planning 3) Graduation by Work Experience 4) Career Information Center
Populations served:	11% liberal arts students; 89% vocational/technical students; 200 persons total from faculty, administrators, and others (all programs)
Number of staff conducting program(s) (full-time equivalents):	1) Not available 2) (1.5) administrator; (21) department chairpersons 3) (1.5) administrator; (21) department chairpersons 4) (1) administrator; (5) counselors
When established:	1) 1976 2) 1975 3) 1975 4) 1975
Program-developed materials:	1) None 2) Student pamphlet on placement department Placement folder for general use Folder sent to 10,000 employers each year with return cards for job openings and/or setting up campus visit by employer Notice of job opening sheet sent to departments 3) NCR application form for "Application for Work Experience Program" 4) Information packet/folder Admissions forms General college information brochure Placement information folder Financial aid folder Division folders for each of five divisions of college Poster sent to each high school counselor Sound/slide film show on college (programs, placement, people) Information on jobs, training needed, future of jobs, etc.
Availability of information and assistance:	Descriptive information available free; assistance available at cost (all programs)
Contact person(s):	Alvin C. Eckre, Director, Special Services Division North Dakota State School of Science Wahpeton, ND 58075 (701) 671-2245
Description of program(s):	1) In the final (sixth) quarter, students in occupational programs at the North Dakota State School of Science are permitted to leave school for an OJT Work Experience with an employer of their selection or institutional selection. This procedure permits students to become acquainted with actual job conditions and requirements for a period ranging from two to four weeks. During this time, students receive pay to assist with living expenses. Many employers hire the students after this period of training.

Description of program(s):
(cont.)

- 2) The function of the Placement and Career Planning office is to provide employment information to the students, advising them where and how to apply for a job and counseling them concerning work conditions, requirements, wages, and opportunities for advancement.

A variety of means is used to communicate with employers in the process of placing students. Placement circulars are mailed to prospective employers prior to graduation and many larger companies send representatives to the campus for personal interviews. Other employment opportunities are handled by letter, telephone, or interviews at the employer's place of business.

A placement library is maintained to give students information about individual employers or about specific types of businesses. The services of the placement office are available to alumni as well as currently enrolled students.

- 3) The Graduation by Work Experience program allows students in good standing in occupational curriculums to leave college to accept employment prior to the completion of the final quarter of their curriculum. After nine months of successful employment, these students may apply for the Associate in Applied Science degree or diploma. Eighteen credits are awarded upon the successful completion of the nine months on-the-job training.

- 4) The Career Information Center, staffed by several highly qualified counselors, offers individual and group counseling services in many areas including: personal problems, academic planning, vocational goals, marriage counseling, personality and vocational testing, study skills problems, interpersonal relationships, and others.

Since students often want to know more about themselves for use in making positive decisions affecting their future, testing is provided in five areas: vocational and career, personality, aptitude, intelligence, and psychological.

COLLEGE INFORMATION

Location:	Warrensville Township, OH		
Enrollment:	4,643		
Area:	Suburban		
Characteristics of student population:	Status:	18% full-time 82% part-time	Age: 40% 18-25 years 60% over 25 years
	Family income:	Not available	Minority groups: 1% American Indian 33% Black 1% Oriental 1% Spanish Surname

PROGRAM INFORMATION

Program(s):	Career Planning and Placement Center
Populations served:	30% liberal arts students; 40% vocational/technical students; 30% liberal arts faculty; 70% vocational/technical faculty; 30% administrators
Number of staff conducting program(s) (full-time equivalents):	(1) faculty; (2) administrators; (2) counselors; (1) business/industry/labor personnel
When established:	1976
Program-developed materials:	Career Planning Center brochure Cooperative education brochure Career campaign guidebook for graduates Career skills literature Life/career development study Career Planning & Placement Center proposal Career forum series brochure College recruitment schedule Functional activities outline Career Resources Laboratory plan
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	Eugene W. Malone, Dean, Community & Student Services John V. Rose, Director, Student Life & Career Planning Cuyahoga Community College-Eastern Campus 25444 Harvard Road Warrensville Township, OH 44122 (216) 464-1450
Description of program(s):	The Career Planning and Placement Center at the Eastern Campus of Cuyahoga Community College is staffed by a team of professionals who seek to empower individuals with the skills and techniques necessary for independent life/career decision-making. This empowerment concept focuses on four different levels of career decision assistance: confusion, information, validation, and security. In addition, emphasis is placed on self-knowledge, outlook and preparation for careers, transfer to other colleges and universities, leisure planning, and decision-making. The career counseling function includes activities that help students eliminate or clarify confusion. The cooperative education and volunteer experiences help students gain information or verify their career choices and educational plans. The business and industry placement programs help students verify choices, gain employability skills, and obtain positions. A Career Resources Laboratory is in the planning stage.

COLLEGE INFORMATION

Location:	Dayton, OH		
Enrollment:	14,085		
Area:	Urban		
Characteristics of student population:	Status:	25% full-time 75% part-time	Age: 50% 18-25 years 50% over 25 years
	Family income:	20% less than \$5,000 20% \$5,000 to \$9,999 35% \$10,000 to \$14,999 20% \$15,000 to \$19,999 5% \$20,000 and over	Minority groups: 0% American Indian 25% Black 0% Oriental 0% Spanish Surname

PROGRAM INFORMATION

Program(s):	Advising and Assessment Program; for Experientially Trained Adults
Populations served:	In 1976-77 approximately 300 assessments were completed; in 1977-78 approximately 500 assessments were completed
Number of staff conducting program(s) (full-time equivalents):	(75) faculty; (1) administrator; (2) counselors
When established:	1976
Program-developed materials:	<i>A Guide to Receiving Credit for Prior Learning</i> , a handbook for adult learners Descriptive brochure
Availability of information and assistance:	Descriptive information available free; instructional materials available at cost; assistance available
Contact person(s):	Barry Heerman, Director, Experience-Based Education Sinclair Community College 444 West Third Street Dayton, OH 45402 (513) 226-2769

Description of program(s):

Sinclair Community College recognizes that the development of competence is not necessarily a product of classroom activity. Often adult students have developed competence through work experience (e.g., a penal institution director, a bank president, a fire chief), but there are numerous adult students who have learned experientially through volunteering (e.g., day care workers), enrollment in in-service and continuing education courses (e.g., engineering and business students), or by self-directed reading (e.g., a mother of a special child who reads 160 books and periodicals about special children).

While students who have learned experientially typically have positive self-concepts with regard to their career or work endeavor, they often have depreciated views of themselves as learners. They frequently are unclear about educational alternatives available to them.

Accordingly, the college involves these persons in a three-credit course called "Portfolio Development." Two helping, caring faculty members guide and support the student in this process, during which the student identifies life/career goals, describes prior learning, and documents that learning in the portfolio. Documentation may include third party validation (in letter form), products (e.g., computer programs, crafts, paintings, architectural drawings, ledgers, journals), newspaper articles, licenses, awards, continuing education certificates, and so on. A committee and individual faculty assess and advise students. Credit is awarded if the learning is judged college-equivalent.

COLLEGE INFORMATION

Location:	Claremore, OK		
Enrollment:	1,918		
Area:	Urban		
Characteristics of student population:	Status:	73% full-time 27% part-time	Age: 4% under 18 years 40% 18-25 years 56% over 25 years
	Family income:	Not available	Minority groups: 5% American Indian 6% Black .5% Oriental .5% Spanish Surname

PROGRAM INFORMATION

Program(s):	Cooperative Education
Populations served:	Open to all students who desire work experience related to their academic major
Number of staff conducting program(s) (full-time equivalents):	(25) faculty; (1) administrator
When established:	1975
Program-developed materials:	Descriptive brochures for students and employers Cooperative Education Handbook explaining rules, policies, and regulations of program
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	Richard A. McNeil, Dean of Cooperative and Technical Education Claremore Junior College College Hill Claremore, OK 74017 (918) 314-7510 x316

Description of program(s):

The cooperative education program at Claremore Junior College is a unique plan of educational development. It is designed to enhance self-realization and direction by integrating classroom study with planned and supervised experience in educational, vocational, and cultural learning situations outside the formal classroom environment. It is based on the principle that individuals can be developed most effectively through an educational pattern that, at regular intervals, provides for contact with the reality of the world beyond the boundaries of the campus. Through these controlled and structured experiences, students bring an enrichment to the classroom that fosters their total development.

The program is called "cooperative education" because it is dependent upon the cooperation of both outside agencies and educators to produce a superior total educational program for the students. Interrelated in both experience and study content, the program is carefully planned and supervised to produce optimum educational results for each student. The college attempts to make assignments that are related to the student's career objectives, thus providing experience that enhances knowledge acquired in the classroom.

The program is evaluated continuously. Improvements are introduced from time to time, insuring that it will always be the best system the faculty, cooperative employers, administration, and students can devise to suit the needs of those who attend the college.

COLLEGE INFORMATION

Location:	Tulsa, OK		
Enrollment:	9,277		
Area:	Urban		
Characteristics of student population:	Status:	24% full time 76% part-time	Age: 32% 18-25 years 68% over 25 years
	Family income:	Not available	Minority groups: 3% American Indian 8% Black 1% Oriental 1% Spanish Surname

PROGRAM INFORMATION

Program(s):	Computerized Career Guidance Systems
Populations served:	100% liberal arts and vocational/technical students and members of community
Number of staff conducting program(s) (full-time equivalents):	(1) counselor; (1) paraprofessional
When established:	1977
Program-developed materials:	Career search video tape used at counseling conference to explain career counseling process
	Slide presentations (2) to be used in presentation of systems to visitors, classes, and faculty
	Hand-out materials (3) describing the services of the Career Center and purpose and description of SIGI and GIS
Availability of information and assistance:	Descriptive information and instructional materials available free; assistance available
Contact person(s):	C. Anthony Cagle, Dean of Student Personnel Services Metro Campus Tulsa Junior College 909 South Boston Avenue Tulsa, OK 74119 (918) 587-6561

Description of program(s):	Tulsa Junior College is attempting to match more effectively the talents and interests of people with career opportunities through the use of computerized guidance systems. As part of its Career Center Services, the college is using SIGI (Systems of Interactive Guidance Information) and GIS (Guidance Information System) programs for occupational, educational, and career information. SIGI is based on a humanistic philosophy, a theory that emphasizes individual values. Combining a vast store of occupational data and a programmed system for processing information, SIGI offers a framework for a highly personalized, interactive service to its users. The main purposes of SIGI are to increase students' freedom of choice, and to improve their competence in the process of making informed and rational career decisions. The GIS system allows access to vast files of information on occupations, two- and four-year colleges, graduate schools, and military careers. The user can find information on training, aptitudes, and other requirements for his/her chosen occupation. Tulsa Junior College offers the computerized career guidance programs to its enrolled students on a drop-in and pre-scheduled basis. The computer software packages, SIGI and GIS, are used primarily, however, to augment the total career package available to students and non-students. This total career experience has been developed into a one-credit class entitled "Career Exploration." This class is
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**Description of program(s):
(cont.)**

self-paced and is available to high school seniors through post-retirement aged individuals whether or not they are enrolled in other courses at TJC. The course involves a general orientation session, aptitude testing, interest inventory, SIGI and GIS programs, and personalized evaluation.

There is a need to alter traditional approaches to career guidance. The services described above are helping to meet that need by:

- encouraging students to organize their thinking on educational and vocational plans
- presenting a wider variety of career and educational alternatives than those ordinarily considered
- allowing users of the system more nearly complete and up-to-date information than exists in most schools
- reducing levels of tension persons often experience by informing them of realistic alternatives sufficiently early in their school experience to permit modification of career plans, and
- providing equal opportunity for women to gain access to occupational, educational, financial, and labor market information.

COLLEGE INFORMATION

Location:	Gresham, OR		
Enrollment:	9,309		
Area:	Urban/Suburban/Rural		
Characteristics of student population:	Status:	38% full-time 62% part-time	Age: 60% 18-25 years 40% over 25 years
	Family income:	Not available	Minority groups: 1% American Indian 2% Black 3% Oriental 1% Spanish Surname

PROGRAM INFORMATION

Program(s):	Computerized Career Information System Work Experience Courses
Populations served:	Available to 100% liberal arts and vocational/technical students
Number of staff conducting program(s) (full-time equivalents):	(1+) faculty; (2+) counselors
When established:	1975
Program-developed materials:	Materials for specific C.W.E. courses Materials for C.I.S.
Availability of information and assistance:	Descriptive information and instructional materials available at cost
Contact person(s):	Mike Stevenson, Director, Research and Planning Jack Miller, Dean of Instruction Mt. Hood Community College 26000 S.E. Stark Gresham, OR 97030 (503) 667-7298
Description of program(s):	Mt. Hood Community College provides a Career Information System that serves all district residents. The computerized system, developed by the State of Oregon, supplies information upon request on working conditions, salaries, job openings, available training, and educational entrance requirements for many career possibilities. In addition, the college offers work experience courses in almost all vocational curriculums. Students can also enroll in a course entitled "Creative Job Search," which has proven very popular.

COLLEGE INFORMATION

Location:	Coos Bay, OR		
Enrollment:	3,585		
Area:	Rural		
Characteristics of student population:	Status:	17% full-time 83% part-time	Age: 48% 18-25 years 52% over 25 years
	Family income:	17% less than \$5,000 24% \$5,000 to \$9,999 25% \$10,000 to \$14,999 19% \$15,000 to \$19,999 14% \$20,000 and over	Minority groups: 5% American Indian .35% Black 1% Oriental .65% Spanish Surname

PROGRAM INFORMATION

Program(s):	High School/Community College Articulation Program
Populations served:	100% vocational/technical students
Number of staff conducting program(s) (full-time equivalents):	(25) college faculty; (1) administrator; (3) counselors; (20) business/industry/labor personnel; (54) faculty at feeder high schools
When established:	1974
Program-developed materials:	Annual reports, including historical development of the project Four-year curriculum guide sheets spanning the junior year of high school through two years of community college
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	Sam E. Cumpston, Assistant Dean of Instruction Southwestern Oregon Community College Coos Bay, OR 97420 (503) 888-3234
Description of program(s):	Southwestern Oregon Community College, cooperating with eight high schools in a 100-mile area, began the first year of an on-going articulation program in career and vocational education in June 1974. To initiate the program, 16 high school and community college faculty members visited four industries in Portland. During this week of mutual activity, faculty-to-faculty trust barriers were dissolved and friendliness was generated. Back on campus, the group prepared four-year curriculum guidesheets in several career fields to map out programs beginning with the student's junior year in high school and continuing through two years in the community college. The program uses advanced placement crediting to eliminate unnecessary repetition of high school courses at the college level, and to give the student a headstart toward an associate degree, diploma, or certificate. Fifty high school and college faculty members have produced articulated curriculum guidesheets in business, electronics, machine tools, automotive mechanics, and welding. An annual skills contest day at the college is a powerful, motivational ingredient for faculty cooperation in the curricula named above. The program has grown steadily since its inception, and progress is expected to continue.

COLLEGE INFORMATION

Location:	Newtown, PA		
Enrollment:	8,474		
Area:	Rural		
Characteristics of student population:	Status:	41% full-time 59% part-time	Age: 62% 18-25 years 38% over 25 years
	Family income:	Not available	Minority groups: .01% American Indian 1% Black 1% Oriental 1% Spanish Surname

PROGRAM INFORMATION

Program(s):	Career Development Center
Populations served:	Available to 100% liberal arts and vocational/technical students and faculty, administrators, and staff; Career Library open to public
Number of staff conducting program(s) (full-time equivalents)	(1) administrator/counselor; (8) counselor staff
When established:	1977
Program-developed materials:	"Job Hunting Skills" slide presentation (15 minutes) Video tapes for Information about Employment and Work (VIEW) Handouts on résumé writing and job hunting skills
Availability of information and assistance:	Descriptive information available free; instructional materials available at cost; assistance available
Contact person(s):	Ronald A. Turak, Director, Career Development Bucks County Community College Swamp Road Newtown, PA 17040 (215) 968-5861 x472

Description of program(s):

The Career Development Center at Bucks County Community College serves as a centralized source of information and counseling available to assist students, alumni, and staff in developing and implementing career and life plans. Among the materials and services available to assist in this process are:

- Printed information about jobs and careers, including salaries, educational requirements, working environment, employment opportunities, and where to acquire additional information
- Audiovisual materials on specific occupations, as well as on such topics as values and employment interviews
- Speakers from industry, government, and service agencies, who are invited on campus to discuss career topics with students and community members
- Individual counseling designed to provide direction in career choices on the basis of knowledge of self and occupational information
- Workshops to develop career goals and employment search techniques
- Career center staff assistance to encourage faculty involvement in career development activities within the classroom structure
- Interest, personality, and abilities inventories administered and used in conjunction with the counseling process, and
- "Fundamentals of Career Decision Making," a three-credit course.

The career center staff works closely with the offices of admissions, counseling, and placement in assisting students through all stages of life and career planning.

BUTLER COUNTY COMMUNITY COLLEGE**PENNSYLVANIA****COLLEGE INFORMATION****Location:**

Butler, PA

Enrollment:

1,764

Area:

Rural

Characteristics of student population:**Status:** 42% full-time
58% part-time**Age:** 40% 18-25 years
60% over 25 years**Family income:** Not available**Minority groups:** 0% American Indian
.5% Black
.5% Oriental
0% Spanish Surname**PROGRAM INFORMATION****Program(s):**

- 1) Career Resource Center
- 2) Adult Outreach Program
- 3) Displaced Homemakers Program

Populations served:

- 1) 66% liberal arts students and faculty; 80% vocational/technical students and faculty
- 2) community adults
- 3) women in community

Number of staff conducting program(s) (full-time equivalents):

- 1) (2) counselors; (1) secretary
- 2) (1) administrator; (2) counselors
- 3) (1) administrator; (2) counselors (5 counselors part-time)

When established:

- 1) 1973
- 2) 1977
- 3) 1978

Program-developed materials:

- 1) "Choice, Not Chance"—programmed instruction manual used with career decision-making workshops and individual contacts
Job Readiness handouts—7 units of programmed instruction involving all phases of job search
Slide presentation—on using the career center
"I Need . . . A Guide"—handout to help locate resources based on stage of personal and career development
"Help Yourself: Resource Finders"—handouts, color-coded by function of resources
- 2) None
- 3) None

Availability of information and assistance:

Descriptive information available free; instructional materials available at cost; assistance available (all programs)

Contact person(s):

- 1) Fred Kinnick, Coordinator, Career Resource Center
- 2) Dorothea M. Imhoff, Coordinator, Adult Outreach Program
- 3) Sue Bennett
Butler County Community College
College Drive
Butler, PA 16001
(412) 287-8711

Description of program(s):

- 1) The career resource center of Butler County Community College is divided into stations with color-coded materials representing the following categories: career exploration, career decision making/problem solving, job readiness, job placement, self-awareness, and study skills. Among the materials and services of the center are: printed information on careers, audiovisual materials, descriptions of actual part- and full-time jobs, workshops, individual counseling, classroom presentations, and inventories of personality, interests, and temperament.
- 2) The college's Adult Outreach Program is a federally funded program serving adults in Butler County. An integral part of the counseling and career resource center, its staff offers professional counseling to unemployed or underemployed adults having career-related problems and desiring to improve their career opportunities and their success in work situations.

Adult career counseling provides individual assessment and prescriptive referral to the following four types of employment-related training sessions:

- Communication training sessions provide training in the areas of assertive behavior, handling anxiety, and learning to interact effectively with others.
- Study skills training sessions demonstrate how to improve upon listening and remembering abilities, how to take notes, how to systemize materials, and how to set realistic goals.
- Career planning sessions provide participants with the opportunity to evaluate their own skills and abilities as part of the process of making career decisions.
- Management seminar for women provides women with the opportunity to analyze their management strengths and skill areas as well as to plan strategies for achievement of their career goals.

- 3) The Displaced Homemakers program provides remedial help to divorced, widowed, and separated women in transition from homemaker to worker in the labor force.

Each person entering the program is interviewed by a counselor. The content of the program is explained to help the participant develop an understanding of the demands of the program and the commitment necessary for completion. Individual goals are established in the initial interview and progress toward those goals is monitored during the program.

The comprehensive program involves fifteen days of intensive training in career decision making, communication skills, self-awareness, and job readiness. In addition, an aerobics program serves effectively to increase awareness of the women in the areas of physical fitness, appearance, and development of self-esteem. Field trips to job sites acquaint the participants with career opportunities in business and industry of the community.

Emphasis is placed on employment in non-traditional fields. Elective workshops provide additional help in areas of consumer advocacy, personal finance, cosmetology, and management of a family and a job. Follow-up evaluation of each homemaker is made six months after completion of the course.

COLLEGE INFORMATION

Location:	Media, PA		
Enrollment:	5,778		
Area:	Suburban		
Characteristics of student population:	Status: 39% full-time 61% part-time	Age:	Not available
	Family income: 100% \$5,000 to \$20,000	Minority group:	*% American Indian 9% Black *% Oriental 2% Spanish Surname *Not available

PROGRAM INFORMATION

Program(s):	1) Career Resources Center 2) Career Education Staff Development for Faculty 3) Life/Career Development Inventory and Modules 4) Non-Traditional Careers for Women 5) Opportunities/Adults 6) Career Related Work Experience Opportunity for All Students 7) Career Infusion in All Curricula
Populations served:	1) 80% liberal arts and vocational/technical students; 40% liberal arts faculty; 60% vocational/technical faculty; 20% administrators; 100% counselors 2) 100% full-time faculty and counseling staff 3) 50% liberal arts and vocational/technical students; 100% counselors 4) 100% CETA Outreach clients 5) 20% liberal arts students; 15% vocational/technical students; 5% liberal arts faculty; 10% vocational/technical faculty; 10% administrators; 100% counselors 6) 10% liberal arts students; 40% vocational/technical students; 5% liberal arts faculty; 50% vocational/technical faculty; 20% administrators; 100% counselors 7) Students in 100% of credit programs; students in 40% of all courses
Number of staff conducting program(s) (full-time equivalents):	1) (1) administrator; (2) counselors; (2) paraprofessionals; (2) secretaries 2) (20) faculty; (4) administrators; (4) counselors; (6) workshop presenters 3) (3) administrators; (6) counselors 4) (1) administrator; (1) counselor; (5) business/industry/labor personnel (advisory capacity) 5) (1) administrator; (1) counselor 6) (25) faculty; (3) administrators; (6) counselors; (100) business/industry/labor personnel (placement sites) 7) (6) administrators; (84) faculty
When established:	1) 1971 2) 1976 3) 1978 4) 1978 5) 1975 6) 1972/1978 7) 1976
Program-developed materials:	1) Career resource information packet Mobile career center information Career development course syllabus 2) Workshop agendas Papers written on the DCCC concept 3) Life/career development inventory LCDI user & technical manuals Module video tapes and workbooks 4) Program syllabus 5) "Which Way" informational brochure Various seminar syllabi

**Availability of
information and
assistance:**

- 6) "Implementing & Financing Portfolio Assessment in a Public Institution"—a publication available from CAEL (Cooperative Assessment of Experiential Learning)
CSEL program organization description
CSEL student information
CSEL learning objectives guide
- 7) College catalog listing 15 curriculum competencies and 62 course competencies
"From Résumé to Interview"—a module used in public speaking and communications courses
Needs assessment survey instruments and reports
"Competencies for Careers"—video tapes showing work situations where competencies are being used
Papers describing competency program and instructional designs at DCCC

Contact person(s):

- 1) Descriptive information available free
 - 2) Descriptive information available free
 - 3) Descriptive information available free; instructional material available at cost
 - 4) Descriptive information available free; instructional materials available free
 - 5) Descriptive information available free; instructional material available at cost
 - 6) Descriptive information available free; instructional materials available free
 - 7) Descriptive information available free; instructional material available at cost
- 1) Thomas W. Lugg, Director, Career Resources
 - 2) D. James Donald, Career Education Coordinator
 - 3) Thomas W. Lugg
 - 4) Thomas W. Lugg
 - 5) Thomas W. Lugg
 - 6) D. James Donald
 - 7) D. James Donald
Delaware County Community College
Media, PA 19063
(215) 353-5400

Description of program(s):

- 1) The staff of the Career Resources Center provides four major types of information and services for students: individual counseling and advisement to establish career direction; information on local and statewide employment; full- and part-time job placement services; and information and advisement for those individuals contemplating transfer to other institutions. Specific services provided by the center staff are: personal and career development, a credit course; a computerized career information system; and an annual graduate follow-up survey. Both on and off campus seminars to facilitate adult career choice or redirection are taught for the community-at-large. A mobile career resource facility, known as the Plan Van, serves fifty community locations.
- 2) Career Education Staff Development for Faculty is a programmatic effort to provide activities to aid the professional development of the instructional staff. The specific objectives of the program are:
 - to assist the professional staff to understand the key features of career education and how its theory can be translated into effective educational practice
 - to provide the professional staff with sufficient knowledge of competency based learning so competencies can be identified for each program
 - to provide the necessary training for the professional staff so that performance objectives can be written in all courses where the need is identified, and
 - to assist the professional staff in curriculum development so that curriculums can be revised and developed systematically.

The program includes concentrated training sessions that are a part of the regular in-service program held three times each year over a period of four days. Faculty are also supported for special projects as well as granted time to develop programs and materials for career education. Outside consultants, as well as internal assistance, are provided to the participant as part of the staff

Description of program(s):
(cont.)

development program. Plans are underway to establish a part-time staff development program to augment the one in operation.

- 3) The Life/Career Development Inventory and Modules program involves the utilization of a locally developed, affective diagnostic instrument designed to measure student developmental levels in the following construct areas: skills identification, interpersonal skills, decision making, values clarification, and career information. The instrument is administered to all incoming students and interpreted at pre-admission counseling programs. Subsequent prescriptive recommendations (based on inventory results) are designed to encourage student self-involvement in self-paced instructional modules addressing the construct areas.
- 4) As a sub-contract of the local CETA agency, Non-Traditional Careers for Women is a program designed to expand the occupational options of low income women by helping them acquire knowledge of and confidence in participation within the skilled trade areas. Instruction totaling 350 hours is offered in the following areas: classroom orientation lectures and hands-on experience in seven trades—carpentry, welding, plumbing, electricity, auto body repair, masonry, and machine shop; assertiveness training; physical fitness training; math tutoring; and job development/placement activities.
- 5) In keeping with the changing times, Opportunities/Adults services are designed to support and to assist adults returning to school with the ultimate goal being their integration into the world of work. Professional counselors and trained peer counselors support the adult students in adjusting to school and in resolving unique problems or needs they may encounter. Other support activities include special programs, career choice seminars, films, and informal social gatherings.
- 6) Career Related Work Experience Opportunity for All Students includes two related programs: one, Life/Learning Experience Assessment (LEAP) and secondly, College Sponsored Experiential Learning (CSEL).

LEAP is an extensive program designed to evaluate the experiential learning of students in order to award a student credit for classwork at non-accredited institutions and/or credit for learning through non-traditional means, such as work experience, independent study, and travel. Credit is awarded through the Office of Non-Traditional Studies after portfolio development by the student and assessment by members of the faculty. The number of credits for which students enroll in this process is dependent on the number of academic credits sought by the student. For example, for four credits to be evaluated/assessed, a student will enroll in "Life/Learning Experience Assessment" (EXP .0001) for one credit. The cost is, therefore, one-fourth of the regular credit hour fee for four credits.

College Sponsored Experiential Learning (CSEL) is a means for integrating the students' academic study with career experience. Career is interpreted as involving job productivity as well as all other meaningful activities. This method of learning is designed to fulfill specific curriculum competencies. There are two types of CSEL: Career Preparation (Cooperative Education)—learning experiences directly related to the career for which the student is preparing; and Career Exploration—learning experiences designed to expose the student to a variety of career options.

College faculty members teaching in each curriculum prepare CSEL regulations for their curriculum. Advisors from the CSEL staff approve experiential learning for a student, taking into consideration the requirements and options of the student's curriculum and the individual's readiness for experiential learning. The advisor then assigns the student to a faculty member in the appropriate discipline, who is responsible for determining learning objectives, for evaluating the student's progress and performance through maintaining close liaison with the student's on-the-job supervisor, and for assigning a final grade which reflects the extent to which the learning objectives have been met.

Description of program(s):
(cont.)

CSEL staff locates and secures placement for students in local agencies, institutions, and businesses; and prepares an agreement between the placement organization and the college specifying terms of the student's placement.

- 7) The desire to relate what is learned to its useful application led to the adoption of the career education concept described in the May 1978 issue of the AACJC Journal. Thus, the college is now implementing an instructional design aimed toward career infusion in all curricula, with these five phases: 1) clarification of institutional goals and purposes; 2) identification of competency statements for curricula and courses; 3) design of learning experiences leading the student to the achievement of these competencies; 4) evaluation of programs based upon these competencies; and 5) revision of programs and learning experiences based upon the assessment of the learning outcomes.

Other infusion efforts include faculty-developed career materials for use in regular course work and, in some courses, the required use of the career resources center. Also, faculty members make use of competency statements and information gained from the outcome surveys of employers and graduates to motivate students and to help them set realistic career goals.

COLLEGE INFORMATION

Location:	Greenwood, SC		
Enrollment:	1,711		
Area:	Suburban		
Characteristics of student population:	Status:	78% full-time 22% part-time	Age: 50% 18-25 years 50% over 25 years
	Family income:	15% less than \$5,000 49% \$5,000 to \$9,999 20% \$10,000 to \$14,999 12% \$15,000 to \$19,999 3% \$20,000 and over	Minority groups: 0% American Indian 34% Black 0% Oriental 0% Spanish Surname

PROGRAM INFORMATION

Program(s):	Career Development Center
Populations served:	25% vocational/technical students; 10% vocational/technical faculty; 10% administrators
Number of staff conducting program(s) (full-time equivalents):	(1) administrator; (.5) counselor
When established:	1977
Program-developed materials:	Brochures describing resources and services of the CDC Self-help manual to assist students in career planning
Availability of information and assistance:	Descriptive information and instructional materials available free; assistance available
Contact person(s):	Barry W. Russell, Director, Career Development Services Piedmont Technical College P.O. Drawer 1467 Greenwood, SC 29646 (803) 223-8357

Description of program(s): The Career Development Center was created to serve as a centralized source of career materials and development services for helping students increase self-awareness and career planning skills. Services of the center permeate several key student services functions, including recruiting, admissions, counseling, and job placement.

Although the center attempts to serve a number of "publics," primary emphasis is on helping Piedmont students who are undecided about their career/program choice. A wide range of career materials has been collected to assist students in this category. Efforts have been made to provide materials in a variety of formats to accommodate a diverse clientele.

In addition to available resources, a guide has been developed that permits the student to make a self-assessment of interests, skills, values, and temperaments. If necessary, this assessment is followed by a variety of appropriate inventories and exercises intended to increase the student's self-awareness. At this point, the student is asked to make three tentative occupational choices for further exploration.

To assist in this exploration stage, occupational analysis forms are provided for each of three choices. Materials located in the center assist in gathering information. When the analysis forms are complete, students are asked to summarize their feelings about each choice and an attempt is made to relate the occupational findings to their self-awareness assessment. A career counselor discusses the results with the student.

TRIDENT TECHNICAL COLLEGE**SOUTH CAROLINA****COLLEGE INFORMATION**

Location:	Charleston, SC			
Enrollment:	4,676			
Area:				
Characteristics of student population:	Status:	56% full-time 44% part-time	Age:	52% 18-25 years 47% over 25 years
	Family income:	15% less than \$5,000	Minority groups:	.01% American Indian
		30% \$5,000 to \$9,999		44% Black
		25% \$10,000 to \$14,999		1% Oriental
		25% \$15,000 to \$19,999		1% Spanish Surname
	5% \$20,000 and over			

PROGRAM INFORMATION

Program(s):	Career Development Media Project
Populations served:	100% liberal arts and vocational/technical students
Number of staff conducting program(s) (full-time equivalents):	Not available
When established:	1977
Program-developed materials:	Career information briefs Sound slide presentations Videotapes
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	John L. White, Career Development Counselor Trident Technical College 2325 Delano Street Charleston, SC 29405 (803) 747-1196
Description of program(s):	The Career Development Media Project is designed to produce locally relevant career information for students attending Trident. Project staff prepares various forms of media for use by students in determining career choice, ranging from printed career occupational briefs to videotape presentations highlighting several careers. The produced media can be utilized by individual students in the career center, in group sessions by counselors, and in the classroom by instructors. Information is designed in a school-to-career type format so students can see how their studies relate to a career based upon successful completion of coursework. The necessity of basic skill development is incorporated into each media piece, stressing the need for these skills in selecting a career. Local industry and businesses participate in the program by allowing college staff to photograph their facilities and also by providing technical assistance.

COLLEGE INFORMATION

Location:	Mesquite, TX		
Enrollment:	7,754		
Area:	Urban		
Characteristics of student population:	Status:	29% full-time 71% part-time	Age: 62% 18-25 years 38% over 25 years
	Family income:	10% less than \$5,000 20% \$5,000 to \$9,999 50% \$10,000 to \$14,999 10% \$15,000 to \$19,999 10% \$20,000 and over	Minority groups: .5% American Indian 8% Black .5% Oriental 3% Spanish Surname

PROGRAM INFORMATION

Program(s):	1) Career Focus in High School (CFHS) 2) Women's Educational Equity Act (WEEA)
Populations served:	1) 70% liberal arts students; 30% vocational/technical students; (available to 100% of both categories of students) 2) 20% liberal arts students
Number of staff conducting program(s) (full-time equivalents):	1) (2) counselors 2) (1) counselor
When established:	1) 1971 2) 1977
Program-developed materials:	1) Descriptive and instructional flyers 2) Program manual
Availability of information and assistance:	Information not available; assistance available (both programs)
Contact person(s):	Joe Tinnin, Director of Counseling (both programs) Eastfield College 3737 Motley Drive Mesquite, TX 75150 (214) 746-3106

Description of program(s):	1) Eastfield's Career Focus in High School program functions year-round. Each of the college's 11 counselors serves as a resource person to a feeder high school, extending career programs from the community college to the high school and dynamically supporting the career awareness and exploration activities of each school's own guidance program. Services from Eastfield are individualized to meet the unique needs of each high school. The following are examples of career programs developed for feeder schools: • Bryan Adams Career Week. The entire counseling staff and faculty from all divisions provide direct career information to hundreds of students through media, personal contact, and group presentations. • System of Interactive Guidance and Information (SIGI). A computer-based system provides immediate feedback about the world of work, as well as important information about the student. • College-high school cooperation. An Eastfield counselor is teaching career planning in a high school English class, with emphasis on self-awareness, available resources, and decision-making and goal setting.
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**Description of program(s)
(cont.)**

Eastfield is establishing avenues of communication with the secondary schools in the area, not just as a non-action, "paper" exercise, but with direct involvement of students, counselors, and parents, all of whom assist in the career planning process.

- 2) The Women's Center of Dallas received a grant to support a broad range of activities to remove sex bias and expand educational opportunities for women. Under the project, Women's Educational Equity Act (WEEA) is to develop a model for an Employment and Resource Training Service (ERTS) for women's centers, educational institutions, state and local agencies.

Project goals include publication of a development plan manual outlining the establishment of centers such as ERTS, and including programs designed and developed under the grant.

Eastfield Community College was selected as a sub-contractor for this project. As a comprehensive community college committed to educational equity for women, Eastfield is offering opportunities for extensive career exploration. Study areas will be built around a version of the career focus program developed by the women's centers.

COLLEGE INFORMATION

Location:	Houston, TX		
Enrollment:	5,307		
Area:	Urban		
Characteristics of student population:	Status:	21% full-time 79% part-time	Age: Not available
	Family income:	Median income of \$19,018	Minority groups: *% American Indian 4% Black 5.1% Oriental *% Spanish Surname *Not available

PROGRAM INFORMATION

Program(s):	1) Career Placement/Cooperative Education 2) Career Planning and Decision Making Workshops 3) Counseling Services
Populations served:	1) Available to 100% students 2) Available to 100% students and community 3) 50% students
Number of staff conducting program(s) (full-time equivalents):	1) (2.5) faculty; (1) administrator 2) (.5) faculty 3) (6) counselors; (1) administrator
When established:	1) 1974 (CE) 1976 (CP) 2) 1976 3) 1973
Program-developed materials:	1) Career Placement brochure Cooperative Education brochure Career information room brochure Cooperative Education handbook Job search materials Slide presentation on services 2) Worksheets and handouts Instructional materials 3) Brochures and handouts describing program/activities Career awareness materials Slide presentation on services
Availability of information and assistance:	Descriptive information and assistance available
Contact person(s):	1) Maxeen Guthrie, Director, Career Placement/Cooperative Education 2) Larry Phillips, Dean, Continuing Education and Community Services 3) Susan Pearson, Director, Counseling Services Joe Airola, Vice President/Dean of Instruction (all programs) North Harris County College 2700 W. W. Thorne Drive Houston, TX 77073 (713) 443-6640

Description of program(s):

- 1) The offices of Career Placement and Cooperative Education were combined in the fall of 1978, since they were both related and interdependent. Career development opportunities are provided through cooperative education and exposure to the world of work. Placement services are available during the entire period of a student's educational involvement and encompass full-time, part-time, and co-op job listings; referral services; and on-campus interviews with employers. A career resource room provides information on specific careers, employment trends, pay scales, and job seeking skills. Individuals and small groups are assisted with résumé writing and interview techniques.
- 2) Career Planning and Decision Making Workshops are offered through Continuing Education and Community Services. These workshops are designed for those contemplating entering or re-entering the job market or going back to school.
- 3) Counseling services assist students in planning for a career and in selecting an appropriate major. Vocational testing and interest inventories are utilized. Faculty advisors with specialized knowledge in their particular fields are available to confer with students.

COLLEGE INFORMATION

Location:	Dallas, TX		
Enrollment:	10,676		
Area:	Urban		
Characteristics of student population:	Status:	29% full-time 71% part-time	Age: Not available
	Family income:	Not available	Minority groups: 12% American Indian 2.8% Black 1.1% Oriental 2.2% Spanish Surname

PROGRAM INFORMATION

Program(s):	1) Center for Choice (comprehensive career center) 2) CAPERS (Career and Part-time Employment Registry System)
Populations served:	Available to 100% liberal arts and vocational/technical students, liberal arts and vocational/technical faculty, and administrators (both programs)
Number of staff conducting program(s) (full-time equivalents):	(1) counselor; (4) paraprofessional guidance associates (both programs)
When established:	1975 (both programs)
Program-developed materials:	1) Descriptive brochure The Next Move, a self-paced instructional package for career decision making Career contract form, a self-paced one-hour course on career decision making Occupational insights folder describing offerings of career week
	2) Descriptive brochure Brochure for in-house use with step-by-step instructions on procedures to use computerized system Placement manual explaining how to set up a career placement service, including instructions for computerized approach
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available (both programs)
Contact person(s):	1) Gary G. John, Counselor-Coordinator 2) Donna Israel, Director of Placement and Cooperative Education Richland College 12800 Abrams Road Dallas, TX 75243 (214) 746-4467
Description of program(s):	1) Since it was organized in 1975, the Center for Choice—a career center at Richland College—has been working to develop a more comprehensive approach to career and life planning. Originally staffed by college counselors on a part-time basis—with one counselor acting as coordinator—the Center for Choice now has four paraprofessionals who work full-time and one counselor-coordinator. In addition, the other counselors at Richland direct career groups and activities as needed. The distinctive feature of the Center for Choice is that it offers a central location for the student to find all aspects of student services that deal with career and life-planning: placement, cooperative education, testing, career information library, career groups (credit and non-credit), financial aid, veterans affairs, and career counselors. Thus the student does not have to run from place to place on campus, which would be difficult now that the student population is over 11,000.

**Description of program(s):
(cont.)**

Programming in the Center for Choice is a full-time effort aimed at giving students all the opportunities possible for examination and additional information on career and life-planning. Examples of some of the offerings are: life-planning, test anxiety, résumé writing and interviewing, career exploration, and self-esteem groups. Special features include an Occupational Insights Week, during which guest speakers come on campus; spotlights on various careers—programs that include faculty presentations to classes on career aspects of various disciplines; and films and displays in the Center.

- 2) Richland's computerized job-matching system is called CAPERS (Career and Part-time Employment Registry System). The program is an endeavor to assure placement for students currently enrolled or who have completed study at the college. This systems approach is available to students through 17 terminals, conveniently located around campus, that list job openings with area employers. If students do not find on the list jobs that are compatible with their qualifications, placement officers store their names in a job bank where they can be easily activated.

The program format also provides for employment trend analysis, record keeping, and follow-up report generation capability. This not only insures continued effectiveness of the placement program, but also offers one determinant for curriculum development.

J. SARGEANT REYNOLDS COMMUNITY COLLEGE**VIRGINIA****COLLEGE INFORMATION**

Location:	Richmond, VA		
Enrollment:	8,477		
Area:	Suburban/Urban/Rural campuses		
Characteristics of student population:	Status:	26% full-time 74% part-time	Age: 49% 18-25 years 50% over 25 years
	Family income:	Not available	Minority groups: .2% American Indian 31.7% Black .8% Oriental .3% Spanish Surname

PROGRAM INFORMATION

Program(s):	Career Development and Placement
Populations served:	40% liberal arts students; 50% vocational/technical students; 10% non-curricular students
Number of staff conducting program(s) (full-time equivalents):	(1.5) placement office personnel. Entire college staff and resources in the community are involved in program to some degree.
When established:	1975
Program-developed materials:	Brochures explaining programs Monthly newsletter Booklet on preparation for employment Audio and video tapes of all programs Guidance Information System (computerized career information)
Availability of information and assistance:	Information available; assistance available
Contact person(s):	Lillian W. Amburgey, Counselor, Career Development and Placement J. Sargeant Reynolds Community College, Parham Road Campus P.O. Box 12084 Richmond, VA 23241 (804) 264-3240
Description of program(s):	J. Sargeant Reynolds Community College has an active career planning and placement program on each campus. The directors of the program are involved in job development with local businesses and industries. An advisory committee composed of leaders from the business community supplies the college information on employment trends and opportunities. In addition, each campus library maintains a career center with current literature and reference materials. Using these materials as a basis, the college conducts seminars and provides counseling for the mid-life adult—particularly women and minorities. A van outfitted as a "career mobile" delivers career education to individuals as part of the outreach program. An active recruitment program coordinated with area high schools provides students with information on both academic and technical programs in higher education. Vocational testing is also provided. Students can gain valuable work experience in their chosen fields through the cooperative education and in-service training programs. The work-study program also provides students with on-the-job training while in school. The college conducts needs surveys and works closely with senior centers and other agencies to offer classes and activities dealing with

COLLEGE INFORMATION

Location:	Middletown, VA		
Enrollment:	1,801		
Area:	Rural		
Characteristics of student population:	Status: 27% full-time 73% part-time	Age: 40% 18-25 years 60% over 25 years	
	Family income: Not available	Minority groups: 0% American Indian 4% Black 1% Oriental 0% Spanish Surname	

PROGRAM INFORMATION

Program(s):	Services for Adult Women in Career/Life Transition
Populations served:	Not available
Number of staff conducting program(s) (full-time equivalents):	(3) counselors
When established:	1976
Program-developed materials:	Slide presentation concerning alternative careers for women living in rural areas
Availability of information and assistance:	Descriptive information and instructional materials available free; assistance available
Contact person(s):	Wayne B. Ferrell, Jr., Institutional Researcher Lord Fairfax Community College P.O. Box 47 Middletown, VA 22645 (703) 869-1120
Description of program(s):	Because of the rapid changes in society during the past decade, Lord Fairfax Community College has instituted a counseling program for adult women to assist them in adjusting to career/life transition. The program is currently composed of three interrelated branches of activity. The three areas are: • Career Center—This was established by the college counseling staff to provide personal counseling and referral services, as well as printed materials, to aid women in career-related decisions. • College-Sponsored Seminars and Courses—The college counseling staff and the continuing education and community services division have jointly facilitated and/or sponsored workshops, seminars, non-credit, and credit courses concerning career/life transitions for women. • Women's Advisory Committee—The formation of this committee was sponsored by the college to assist in identifying continuing needs of adult women in the community. At its most recent meeting, the committee developed a list of 28 recommendations for the college concerning education for adult women.

**NORTHERN VIRGINIA COMMUNITY COLLEGE —
ANNANDALE CAMPUS**

VIRGINIA

COLLEGE INFORMATION

Location:	Annandale, VA		
Enrollment:	11,709		
Area:	Suburban		
Characteristics of student population:	Status:	68% full-time 32% part-time	Age: 37% 18-25 years 63% over 25 years
	Family income:	Not available	Minority groups: .3% American Indian 4.3% Black 3.7% Oriental 1.6% Spanish Surname 1.5% Other

PROGRAM INFORMATION

Program(s):	Career Resource Center Career Development Course
Populations served:	11% college transfer students; 18% vocational/technical students; 7% developmental students; 64% unclassified students
Number of staff conducting program(s) (full-time equivalents):	(2) counselors; (1) paraprofessional
When established:	1972
Program-developed materials:	Printed and multi-media materials in: career planning, educational and transfer planning, personal development, study skills, and resources on women Course goals/objectives and syllabus for a three-credit career development/education course
Availability of information and assistance:	Not available
Contact person(s):	Carol DeLia, Counselor, Career Resource Center Eleanor Stimpson, Counselor, Career Development/Education Northern Virginia Community College—Annandale 8333 Little River Turnpike Annandale, VA 22003 (703) 323-3209
Description of program(s):	The Career Resource Center at the Annandale campus of Northern Virginia Community College is a comprehensive career center consisting of an extensive centralized and easily accessible library of information about careers, job-seeking skills, financial aid, study skills, personal resources, and educational and transfer planning. The center's multi-media collection of sound filmstrips, view decks, films, cassette tape programs, and slide programs is housed in the college's Multi-Media Laboratory. A three-credit career development course entitled "Career Development/Education" is available for those students needing assistance with career decisions. The objectives of the course include focusing on personal awareness, interests, skills, abilities, decision making, goal setting, and life planning as they relate to career choice. Information gathering, résumés, cover letters, and interviewing skills are also covered. The student is thus taken through the entire process of career development and provided the knowledge necessary for a realistic and satisfying career choice.

COLLEGE INFORMATION

Location: Charlottesville, VA

Enrollment: 3,924

Area:

Characteristics of student population:

Status: 17% full-time
83% part-time

Age: 5% 18-25 years
55% over 25 years

Family income: 27% less than \$5,000
36% \$5,000 to \$9,999
32% \$10,000 to \$14,999
9% \$15,000 to \$19,999
6% \$20,000 and over

Minority groups: 2% American Indian
10% Black
1% Oriental
0% Spanish Surname

PROGRAM INFORMATION

Program(s): INFORM: An Interchange with Business and Industry

Populations served: 50% liberal arts and vocational/technical students; 40% administrators; 60% high school guidance counselors, directors, and vocational/technical teachers; 40% personnel managers/employers

Number of staff conducting program(s) (full-time equivalents): (3) counselors; (3) business/industry/labor personnel

When established: 1979

Program-developed materials: Slide/sound program (14 minutes) combining information on career decision making, local employment and training opportunities, and role availability of area counselor in career guidance
Instructor's manual for use with program
Manual for Career and Educational Opportunity Fair planning and implementation

Availability of information and assistance: Descriptive information and instructional materials available free (except slide/sound program); assistance available

Contact person(s): W. Ridgely Haines, Jr., Counselor
Piedmont Virginia Community College
Route 6, Box 1-A
Charlottesville, VA 22901
(804) 977-3900

Description of program(s): The INFORM program conducted through Title II (Vocational Education) federal funds is a joint project of Piedmont Virginia Community College and the local personnel and guidance association chapter. One objective of the project is to promote cooperation and understanding among persons from business, industry, and education. The local chamber of commerce, an association of area personnel managers, and the Virginia Employment Commission shared in some of the coordinating tasks. The project also serves to inform area citizens of the available local work and educational opportunities.

The INFORM program was designed to be a model program and has three components. The first is a dinner meeting of 74 representatives of industrial, business, and educational sectors who discuss mutual concerns and cooperation.

Secondly, a Job and Educational Opportunity Fair was held at the Piedmont campus. Twenty-eight area employers maintained booths/displays to inform the public of general and current job opportunities. Eight educational institutions offering courses to develop or refine workers' skills also maintained displays.

Thirdly, audiovisual productions focusing on work and the worker in the area are available at PVCC for use by both individuals and groups.

COLLEGE INFORMATION

Location:	Richlands, VA		
Enrollment:	2,003		
Area:	Rural		
Characteristics of student population:	Status:	42% full-time 58% part-time	Age: 40% 18-25 years 60% over 25 years
	Family income:	40% less than \$5,000	Minority groups: 0% American Indian 2% Black 0% Oriental 0% Spanish Surname
		20% \$5,000 to \$9,999	
		35% \$10,000 to \$14,999	
		5% \$15,000 to \$19,999	
		0% \$20,000 and over	

PROGRAM INFORMATION

Program(s):	Career Decision-Making and Preparation for Employment Courses Career Services
Populations served:	10% liberal arts students; 90% vocational/technical students; 20% administrators; special student categories—welfare clients (WIN) and CETA-Public Service Employees
Number of staff conducting program(s) (full-time equivalents):	(5) faculty; (1) administrator; (5) counselors; (2) business/industry/labor personnel
When established:	1975
Program-developed materials:	Course outlines Special group/individual exercises Workbooks (in development stage)
Availability of information and assistance:	Descriptive information available free; instructional materials available at cost; assistance available
Contact person(s):	Armand M. Opitz, Dean of Student Services Pete LeRoy, Director of Placement and Career Education Southwest Virginia Community College Richlands, VA 24641 (703) 964-2555
Description of program(s):	The "Career Decision-Making" course is designed to help students develop a greater understanding of themselves and the world of work as a basis for career planning. If they understand their own interests, abilities, values, and goals, and how they relate to work opportunities, students are then more likely to develop satisfying careers. The purpose of this course is to assist them in developing their skills in locating and evaluating career information and in planning and making career decisions. A second course, "Preparation for Employment," instructs students in the following areas: self-preparation, career information, how and where to find job opportunities, the letter of application and résumé, preparation for interview, and the follow-up process. In addition to the two career courses, the college offers career counseling, placement, informational services, and occupational interest inventories.

**TIDEWATER COMMUNITY COLLEGE—
VIRGINIA BEACH CAMPUS**

VIRGINIA

COLLEGE INFORMATION

Location:	Virginia Beach, VA		
Enrollment:	7,264		
Area:	Suburban		
Characteristics of student population:	Status:	34% full-time 66% part-time	Age: 55% 18-25 years 45% over 25 years
	Family income:	Not available	Minority groups: .2% American Indian 8% Black 2% Oriental .5% Spanish Surname

PROGRAM INFORMATION

Program(s):	Seminar in Life-Career Planning
Populations served:	30% liberal arts students; 45% vocational/technical students; 25% non-curricular students
Number of staff conducting program(s) (full-time equivalents):	(1) administrator; (4) counselors
When established:	1973
Program-developed materials:	Autobiographical information sheet Interest and values pyramid Work environment exercise Model for information and job interview Guide for synthesizing information and evaluating choice List of resources available at TCC Career research guide Adapted interest inventory interpretation
Availability of information and assistance:	Descriptive information available free; instructional materials available at cost; assistance available
Contact person(s):	Carolyn P. Pulley, Coordinator of Counseling Services Tidewater Community College 1700 College Crescent Virginia Beach, VA 23456 (804) 427-3070 x155
Description of program(s):	The life-career planning seminar at Tidewater Community College teaches practical skills in selecting and entering a career. There are three basic parts to the course. The first deals with personal needs assessment, values clarification, and identification of personal skills. The second part acquaints students with career information resources and teaches them how to gather information from published sources and interview individuals; the students also learn techniques for analyzing and evaluating their researched career information in relation to their assessments of themselves. The third part of the seminar teaches job search techniques needed for exploring job information source, preparing a resume, and participating in job interviews. Discussion, structured exercises, lectures, oral reports, standardized inventories, handouts, reading assignments, role-playing, and audiovisual materials are all used to present information and to facilitate student learning.

COLLEGE INFORMATION

Location:	Seattle, WA		
Enrollment:	8,500		
Area:	Urban		
Characteristics of student population:	Status:	37% full-time 63% part-time	Age: 35% 18-25 years 59% over 25 years 6% no response
	Family income:	55% less than \$5,000 30% \$5,000 to \$9,999 10% \$10,000 to \$14,999 3% \$15,000 to \$19,999 2% \$20,000 and over	Minority groups: 2% American Indian 11% Black 6% Oriental 1.5% Spanish Surname

PROGRAM INFORMATION

Program(s):	Career Information Center (within Human Development Center)
Populations served:	50% liberal arts students; 65% vocational/technical students; 50% liberal arts faculty; 60% vocational/technical faculty; 80% staff in special programs
Number of staff conducting program(s) (full-time equivalents):	(1) administrator; (5) counselors
When established:	1973
Program-developed materials:	"Your Life: Choice or Chance"—career planning workbook
	"Career Planning and Personal Evaluation: Focus on Women"—career planning workbook
Availability of information and assistance:	Individual modules: "Planning for Work" (series of six packets)
	"Program Sample Kits"—multi-media kits offering extensive information on vocational programs (not available for distribution)
	Women's Forum Quarterly—journal focusing on concerns of women students
Contact person(s):	Descriptive information and instructional materials available at cost; consulting available
Description of program(s):	Mildred Ollee, Assistant Dean of Students, Project Director, HDC Betty Richardson, Career Specialist Seattle Central Community College 1701 Broadway Seattle, WA 98122 (206) 587-3851
	The Career Information Center at Seattle Central offers comprehensive career information and planning services to the urban, largely adult population of the college. The philosophical approach of the center is that, given adequate techniques and support, adults can plan their own careers. Career planning and information are approached in a way that emphasizes the individual taking control of his/her life and career. The career center is part of a larger program, the human development center, which provides a variety of support services and counseling to students, facilitating referrals for other college assistance. Services available through the career center include: information resources, workshops for the adult returning to school and for the career changer, programs to reduce work-related stereotyping, and faculty development. In the center, students use self-assessment tools, including a center-designed series of individualized modules ranging from self-assessment to creative job search, local and national occupational information, computerized information on occupations and training

**Description of program(s):
(cont.)**

programs in Washington state, counseling, two career planning workbooks, information on "creative careers," and the telephone book yellow pages as a directory of careers of thousands of people locally. Preparation for informational interviewing is also offered to users of the center.

Faculty involvement in career planning and information is considered important since faculty members work with both large numbers of students daily and have contacts with business and industry personnel. Faculty development activities include workshops in life-work planning and a cooperative two-way sharing of information with the career center. Through extensive instructor participation, the center developed twelve "Program Sample Kits" containing in-depth information on vocational programs, including an extensive notebook and audio and video interviews with the program's students and faculty.

Faculty also assist with the state-wide computerized career information service by sharing the information with students, helping the state office compile information, and serving on review boards. This involvement increases their knowledge of employment trends and encourages them to make use of the information when working with students as well as local business/industry personnel.

COLLEGE INFORMATION

Location:	Spokane, WA		
Enrollment:	4,806		
Area:	Urban		
Characteristics of student population:	Status:	63% full-time 37% part-time	Age: 70% 18-25 years 30% over 25 years
	Family income:	Not available	Minority groups: 3% American Indian 2% Black 2% Oriental 2% Spanish Surname

PROGRAM INFORMATION

Program(s):	1) College Exploratory Program (CEP) 2) Service of Adults in Career Education 3) "Dial Women" Counseling and Referral Service		
Populations served:	1) 30% liberal arts students; 70% vocational/technical students 2) Open to all adults in college district 3) Primarily home-based women		
Number of staff conducting program(s) (full-time equivalents):	Not available (all programs)		
When established:	1) 1977	2) n/a	3) 1978
Program-developed materials:	1) Informational brochure 2) Not available 3) Not available		
Availability of information and assistance:	1) Descriptive information available free 2) Not available 3) Not available		
Contact person(s):	Ray LaGrandeur, President W. F. McMulkin, Dean of Instruction Jacque Selle, Dean of Student Personnel Service Barbara I. Bennett, Counselor/Instructor Spokane Community College N. 1810 Greene Street Spokane, WA 99207 (509) 535-0641		
Description of program(s):	1) The College Exploratory Program at Spokane Community College was initiated to assist the "educationally disadvantaged" in developing educational skills and communication competencies required for successful competition in postsecondary education and, ultimately, the job market. The program consists of the following four phases: • Identification. Based on referral and evaluation of criteria, the applicant is recommended to enter the College Exploratory Program. • Counseling intake. Each person referred through Phase 1 meets with a counselor to select course routes in the program best suited to his/her needs. • Academic preparation. After each individual's needs are established, he/she enters the program selected in Phase 2. He/she takes courses as selected above to supplement, strengthen, and improve each area.		

Description of program(s):
(cont.)

- Placement feedback. During the quarter in which the individual is in the system, a one-to-one conference is arranged. At that time the counselor assists with assessment for continuing secondary training.

Suggested courses include college survival techniques, math fundamentals, oral communications, and self-assessment goal planning (first quarter); study skills, improvement of writing, and job success (second quarter).

The college's community outreach program encourages high school students to tour the campus and to make appointments with counselors for testing or to obtain information that may be of value in the decision-making process. Counselors also visit high schools and maintain a close working relationship with faculty members in the schools. The guidance department offers one-day workshops for counselors from area schools to familiarize them with new programs, curriculum changes, etc.

The college enjoys an excellent working relationship with members of the business community, many of whom serve on the advisory committees of vocational programs. Because of the strong support and collaboration of community members, the college has had much success in training and placing its students.

- 2) Service for Adults in Career Education is another program at Spokane designed to help adults make responsible career choices. It is open to all adult women and men in the college district who are seeking vocational and educational opportunities.
- 3) "Dial Women," a program which began operation in 1978, serves as a counseling and referral service to home-based women exclusively through telephone communication. Under- or unemployed women are able to call peer paraprofessional counselors trained in counseling and advising target clientele.

MILWAUKEE AREA TECHNICAL COLLEGE**WISCONSIN****COLLEGE INFORMATION**

Location:	Milwaukee, WI		
Enrollment:	66,373		
Area:	Urban		
Characteristics of student population:	Status: 17% full-time 83% part-time	Age:	Not available
	Family income: Not available	Minority groups:	.6% American Indian 13.3% Black .9% Oriental 1.6% Spanish Surname

PROGRAM INFORMATION

Program(s):	Career Education Department
Populations served:	56% evening students; 54% adult vocational/technical students; 27% part-time day students; 21% associate degree students; 14% certificate (one- and two-year) students; 5% college parallel students; 3% adult high school students; 1% high school contract services
Number of staff conducting program(s) (full-time equivalents):	Not available
When established:	1971
Program-developed materials:	Bibliographies of library materials and films Lists of subjects on which speakers are available
Availability of information and assistance:	Descriptive information available free; instructional materials not available
Contact person(s):	William Ramsey, District Director Bernard D. Greeson, Dean of Career Education Milwaukee Area Technical College 1015 North Sixth Street Milwaukee, WI 53203 (414) 278-6230

Description of program(s): The Career Education Department of the Milwaukee Area Technical College supplies district high schools with career information and library materials as well as films for use in the schools on a free loan basis. This department also coordinates career day speakers for the schools and arranges tours of the college facilities.

Each summer the college conducts a one-week program for teachers, counselors, and administrators of the local school districts. The purpose of the workshop is to help secondary educators infuse career education into their curricula.

The college also sponsors "Career Tryouts," a five-week summer exploratory program for secondary students. The objective of the program is to expose students to the variety of careers available to them. Students receive summer school credit from their home high school.

A bi-monthly career education newsletter is sent nationwide to 3,400 individuals and groups. Some of the key items are: accounts of local career education programs/projects and career education conferences, as well as editorials by prominent educators.

The college's "Career Q's," a career education television series, is aired on its public television stations. These occupational information programs are developed for persons of all ages.

**Description of program(s):
(cont.)**

Follow-up career guidance services are available to both call-in and write-in respondents to the programs. The Career Education Department film service provides the 16mm television programs as well as video cassettes on loan or purchase basis to schools and community groups.

A career education guidance van equipped with audiovisual facilities and driven by a career guidance specialist was developed by the career education staff to provide services to schools, factories, and shopping centers. The van carries free career education materials and is equipped with a mobile telephone for aiding clients to arrange on-campus career evaluation or counseling appointments.

Career education in-service workshops are also held each semester for involvement of the college faculty.

All campus libraries have extensive career education materials available in special areas.

The college operates a Career Evaluation Center designed to help students explore their interests and abilities as well as available job opportunities. The Center's experienced counselor works with students in a series of work stations which provide hands-on experience in over 1,000 jobs in 26 occupational areas.

High school contract service is provided for area high school students. Participants attend their high school for one-half day, then come to the college for hands-on vocational-technical training to either learn job-entry skills or explore career opportunities. Students receive high school credit in their home school. Approximately 1,000 high school students are involved in this program each year.

Representatives of the CED serve on numerous secondary/postsecondary career education committees.

An adult high school providing a complete high school program infused with career education is operated by the college. Among the many services are GED training and testing.

Computerized occupational information is available to all students through the Wisconsin Occupational Information Service based at the Wisconsin Center for Vocational Studies in Madison.

**WISCONSIN INDIANHEAD TECHNICAL
INSTITUTE — RICE LAKE CAMPUS**

WISCONSIN

COLLEGE INFORMATION

Location:	Rice Lake, WI		
Enrollment:	854		
Area:	Rural		
Characteristics of student population:	Status:	93% full-time 7% part-time	Age: 60% 18-25 years 40% over 25 years
	Family income:	10% less than \$5,000 20% \$5,000 to \$9,999 40% \$10,000 to \$14,999 15% \$15,000 to \$19,999 5% \$20,000 and over	Minority groups: 3% American Indian 0% Black 0% Oriental 0% Spanish Surname

PROGRAM INFORMATION

Program(s):	Career Assistance Center (CAC)
Populations served:	55% associate degree students; 45% vocational/technical students
Number of staff conducting program(s) (full-time equivalents):	(4) faculty; (1) administrator
When established:	1973
Program-developed materials:	Conceptual model of career decision making, setting philosophical constructs of activities
Availability of information and assistance:	Descriptive information and instructional materials available at cost; assistance available
Contact person(s):	George Theis, Student Services Coordinator Wisconsin Indianhead Technical Institute 1900 College Drive Rice Lake, WI 54868 (715) 234-7082

Description of program(s):	The components of WITI's comprehensive Career Assistance Center include: vocational counseling, interest and aptitude assessment, work sampling, career awareness lab, job survival skills, community life skills, audiovisual career information lab, learning resource center, G.E.D. preparation and testing, office skill laboratory, and educational selection and location.
	The career awareness lab involves a 30-hour learning experience that includes developing multiple bases for career decision-making, broadening of personal self-concept, and stimulating a self approach to occupational choice.
	In the job sample lab, 13 of the 15 occupational clusters identified by the U.S. Department of Labor are sampled. During the 16- to 24-hour process students assess their ability to work, identify their vocational interests and aptitudes, sample work in occupational areas, and locate added educational needs.
	The learning resource center provides individualized instructional materials to aid in gaining or upgrading skills. Opportunities exist for high school equivalency diploma studies, G.E.D. testing, instructional help in vocational-technical curriculums, investigation or completion of specific courses of study, and completion of studies in basic skills such as reading, vocabulary, math, and language arts.
	The community life skills segment encourages responsible decision-making and independent living. The occupational information center provides resources for in-depth investigation of an occupation before entry into a number of business careers.

APPENDIX A

Recommended Readings

American Association of State Colleges and Universities. *Continuous Career Education: Models for Examination*. Papers from the third national Conference on Career Education, 1978. Washington, D.C.: 1979.

Applied Management Sciences, Inc. *Dialogue: Postsecondary Career Education*. Washington, D.C.: 1977.

Education Commission of the States. *Career Education: The Policies and Priorities of Business, Organizations and Agencies*. Report No. 120. Denver, Colorado: 1979.

Goldstein, Michael B. *The Current State of Career Education at the Postsecondary Level*. National Advisory Council for Career Education. Washington, D.C.: 1977.

Hoyt, Kenneth B. *A Primer for Career Education*. Monographs on Career Education. Washington, D.C.: no date given.

Hoyt, Kenneth B. *Application of the Concept of Career Education to Higher Education: An Idealistic Model*. Monographs on Career Education. Washington, D.C.: 1976.

Hoyt, Kenneth B. *Considerations of Career Education in Postsecondary Education*. Monographs on Career Education. Washington, D.C.: 1976.

Hoyt, Kenneth B. *Refining the Career Education Concept*. Monographs on Career Education. Washington, D.C.: 1976.

Hoyt, Kenneth B. *Refining the Career Education Concept: Part II*. Monographs on Career Education. Washington, D.C.: 1977.

Olson, Paul A. *The Liberal Arts and Career Education: A Look at the Past and the Future*. Monographs on Career Education. Washington, D.C.: 1977.

Sexton, Robert F. *Experiential Education and Community Involvement Practices at the Postsecondary Level: Implications for Career Education*. The National Advisory Council for Career Education. Washington, D.C.: 1977.

Valley, John R. *Career Education of Adults*. National Advisory Council for Career Education. Washington, D.C.: 1977.

Westbrook, Bert W. *Career Development Needs of Adults: How to Improve Career Development Programs*. National Advisory Council for Career Education. Washington, D.C.: 1977.

APPENDIX B

Index of Key Words and Phrases

(From Career Education Profiles, Description of Program Sections)

Adults (see also Midlife/Midcareer change) 19, 22, 23, 24, 33, 43, 46, 47, 50, 53, 55, 57, 68, 73, 79, 83, 89, 97, 105, 107, 108, 118, 119, 124, 129

Articulation 69, 87, 102, 113, 119

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